DIARY

A Joan of Arc on the 8.22

Old pupils writing to me (out of the blue or, in some cases, the black) usually sound much older than I've ever managed to be. They've had several marriages, a dizzying number of jobs: one or two have changed their names, or overcome shattering reversals of fortune. I have a general impression as of persons being shipwrecked in some remoter part of the Pacific, falsely imprisoned in Rio de Janeiro, and swindled in a complex fashion in Brisbane. They are now complacently settled in Potters Bar.

I'd had such a letter the other day when I caught sight of this girl on the train. (The usage as in "this girl" is one I never succeeded in stamping out among those I taught, and late in the day I find myself rather fond of it. Who taught who?)

The letter was from a middle-aged man with the usual elaborate biography who must have been one of the first Teddy Boys. I think of him in terms of the apoplexy he caused in our unhelpfully humourless deputy head, who came close to expelling – or perhaps he actually exploded?

Memory grows dim – when Jessop explained that his haircut was known as a DA. "If you were square", he said, with a gravity impudently matching the deputy head's own, "you could translate that as District Attorney, but really, sir, it means Duck's Arse".

I was thinking of him and of the long history of adolescent disguise (even I caused a seizure or two at school, in the polite thirties, by wearing a red tie) when I heard this cheerful chuckle coming from across the carriage.

Her face was chalk-white, her hair was an upstreaming bush of jet black. Her long coat was black, and she wore high boots, with straps! She was thin and, like a particular London quality, in which she resembled my correspondent of that morning. She was most perkily buoyant. Faced with Death himself, dressed much as she was, she'd have made a joke about bones. "That's what comes o' going without lunch, luv!" She was talking – a grinning and chortling matter, largely – with a friend, who was in quite another style, based on the wish to resemble a burning bush or the last moments of Joan of Arc.

We got out at the same stop and I was behind her as she made her macabre way along the platform. Extraordinary! There went a living *memento mori* on two black-leather legs: and every step she took spoke of the most tremendous high spirits.

A difficult sort of professor

I'd just interviewed Gillian Tindall for *The World of Books* about her very good study of Rosamond Lehmann, and now was to interview A L Rowse about his prefaces to Shakespeare. This activity does sometimes require painful switches of topic: but then, I have been a schoolmaster, hurrying from classroom to classroom: and it does remarkably mean that I am paid for reading and talking about books.

On the whole, they're books that seem to us, in this corner of the BBC's External Services, worth reading: there would appear to be small point in flying to Australia, New Zealand, Hong Kong, Zimbabwe and elsewhere, taped programmes about quite unrecommendable books.

So I was a little taken aback when Dr Rowse said: "What sort of chap are you, eh? Are you one of those difficult professors? Are you going to tear me to pieces?" It was not what I had in mind. I'd thought only of setting Dr Rowse talking about Shakespeare: throwing at him some of his own excellent propositions, for example, that Shakespeare was the most historically-minded of dramatists, and that his work was marked by great patience with "ordinary human foolishness".

I was no sort of professor at all, I said – an interlocutor merely. I had enjoyed much in his book. Well, he *was* very readable, Dr Rowse assented. The secret lay in his putting so much of himself, anecdotes of his scholarly inquiries, into the writing. I said I understood that – not remarking that I was a helpless anecdotalist myself. Well, he said, he was glad to know I wasn't one those difficult professors: and we began the interview, which flowed most satisfactorily.

As we left the studio I said I'd looked along my shelves that morning for his *A Cornish Childhood*, wanting to ask him to sign it: but clearly someone had borrowed – or stolen – it. Dr Rowse said well, he'd brought one of the latest in his Contemporary Shakespeare Series (published by the University Press of America: 11 titles now available) to give me: here it was, *Richard II*. We parted cheerfully.

And then I opened *Richard II* and was converted instantly into a difficult professor. Dr Rowse's argument in this series is that "superfluous difficulties" of text stand between the reader, or theatre goer or viewer, and a happy appreciation of Shakespeare. Many of these difficulties can be removed with no damage whatever to the plays. Looking for an example, I turned to John of Gaunt's great dying speech: which begins, in the unrepentant text:

> [illegible] prophet new inspired,
> And thus, expiring, do foretell of him . . .

In Dr Rowse's revised text, this reads: "I think I am a prophet new inspired . . ." And two responses occur immediately. First, that "methinks" can have caused confusion to no one. We may not use the term today, but the meaning remains perfectly clear. Second, the trouble with "I think" is that it has become, in many contexts, a weak phrase: doubt hovers over it: if you say, "I think I am a prophet new inspired", there lurks in the wings the balancing remark, "But then, of course, I may be mistaken." If there were an equivalent, in modern terms, it would surely be something like "I believe".

A L Rowse . . . 'superfluous difficulties' of text stand between the reader and appreciation of Shakespeare.

In any case, meanings and nuances aside, when Gaunt leaps into that great speech the word "methinks", a broad thick sound, acts as a tremendous springboard. "I think" is not easily a sound to launch yourself with.

I turned to that other speech in which Richard, about to be murdered, muses on his captivity:

> I have been studying how I may compare
> This prison where I live unto the world;
> And for because the world is populous,
> And here is not a creature but myself,
> I cannot do it.

Dr Rowse replaces "And for because . . ." with "considering . . ." And again one has to say that the original offers no real difficulty, and that the word "considering" has a lack of force that makes it no replacement for the strong sound of "And for because . . ."

The point being that if Shakespeare were writing today, he would not use the older form: but he would not use the weak word "considering", either. He wanted a sound, a particular resonance, and any revision – if revision were really thinkable – would need to provide precisely the weight, the colour, the impact sought, at this exact point in speech, by his unmatched instinct for language.

Consider that a few lines later he makes Richard cry:

> . . . how sour sweet music is
> When time is broke and no proportion kept:

and that Dr Rowse replaces "broke", a stark sound in which that grievous breakage is to be heard and felt, with "broken", a muffled form.

The general truth being surely that great poetry or prose is not a matter of meaning alone. It's a matter also of size and colour of the sounds made. How a thing is said is deeply part of what is said. We cannot touch a thread in Shakespeare without spoiling the whole design.

So there I was, 10 minutes after Dr Rowse had left Bush House happily confident that he'd been in the presence of a sympathizer, transformed (as far as this corner of his work was concerned) into an antagonist. Alas! And I felt all the worse for basing my antagonism on a gift.

Beware the Greeks when they come with gifts! Beware BBC interviewers when they accept them!

Edward Blishen

NOTICEBOARD

PEOPLE . . .

Mr Michael Franklin, head of Stainbeck High School, Leeds, to be head of Prince Henry's Grammar School, Otley.

Mr Ralph Allwood, Director of Music at Uppingham School, to be Precentor and Director of Music at Eton College.

Mr Robert Balchin, (above) a former headmaster who has recently pioneered a schools' first aid programme, has been appointed director general of St John Ambulance.

Mr James Handy, deputy chief education officer for Somerset County Council, to be Director of Education for the Metropolitan Borough of Stockport.

CONFERENCES . . .

March 1–2
National Federation of Voluntary Literacy Schemes conference on Microcomputers and Basic Education at Friends' Centre, Ship Street, Brighton. Details from NFVLS, Cambridge House, 131 Camberwell Road, London SE5 0HF.

March 2
Community Education Association south-west region conference at the College of St Mark and St John, Plymouth. The guest speaker is Harry Ree on "Schools are not for People – Take Community Education out of Schools". Details from Mr Alan Bailey, Community Education Officer, Portway, Wells, Somerset.

March 9
The Right to a Comprehensive Education conference at the Architectural Association, 36 Bedford Square, London WC1, will be on *Curriculum 5–16*. Details from Charlotte Gibbons, 4 Hammersmith Terrace, London W6.

March 9
Centre for the Study of Comprehensive Schools South Wales branch conference on *The Use of the Computer in Schools* at Llanrumney High School, Cardiff. Details from Mr Dave Jones, Newport Bettws Comprehensive School, Newport, Gwent.

March 9 and 23
Two one-day conferences organized by the Integrated Humanities Association on *Approaches to Integrated Humanities* at the ILEA History and Social Studies Teachers' Centre on March 9 and the Beechfield Teachers' Centre, Doncaster on March 23. Details from Paul Archer, 35 Hawthorn Road, Bournville, Birmingham B30 1EQ.

March 16
More Food for Thought – a workshop and study day arranged in conjunction with the Institute of Health Education and led by Issy Cole-Hamilton, dietician with the London Food Commission to be held at the Health Education Centre, Guildford. The fee is £8.50 and applications should be sent to Miss Judith Waghorn, Principal Health Education Officer, Health Education Centre, 60 Stoughton Road, Guildford GU1 1ND by March 1.

EVENTS . . .

February 13 and 14
Resources for Anti-Racism – a two-day workshop at the Commonwealth Institute organized jointly with the Jewish Social Responsibility Council and Ealing Community Relations Council, designed for Community Relations Officers, although interested individuals are welcome to apply. Details from Indira Nandhe, Education Department, Commonwealth Institute, Kensington High Street, London W8 6NQ. Tel 01-603 4535 ext 267.

Rock School
1985 regional finals will be held at Peterborough Technical College (February 21); Crescent Theatre, Birmingham (25); Rotters Club, Manchester (March 5); Roof Top Gardens, Wakefield (7); Queen's Hall, Edinburgh (16); Queen's University, Belfast (19); St George's Hall, Exeter (21); and The Pavilion, Hemel Hempstead (26). The national final will take place on April 3 at Camden Palace, London NW1. Details from Rock School, 12–14 Hill Rise, Richmond Hill, Richmond, Surrey TW10 6UA.

COURSES . . .

March 20–21
"Micro-Computing in Physical Education" at Liverpool Institute of Higher Education organized by the Physical Education Association. The course fee is £30 (IPEA/BPA members £27.50) Details from The General Secretary, PEA, Ling House, 162 Kings Cross Road, London WC1X 9DH.

March 29–31
"Environmental Education and Alternative Technology" – a course for teachers and educators at the Centre for Alternative Technology, Machynlleth, Powys, SY20 9AZ. Details from Damian and Joan Randle, joint education officers at the centre.

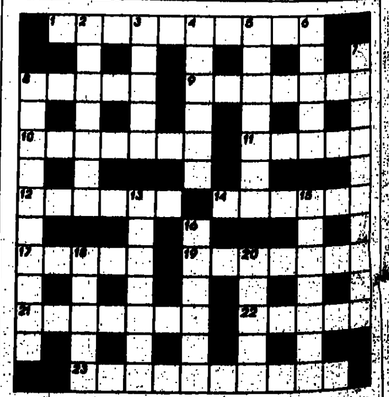
April 2–4
Institute of Careers Officers course on Adult Guidance at Chester College of Higher Education, Chester. Details from the Administration Officer, ICO, 27a Lower High Street, Stourbridge, West Midlands DY8 1TA.

INFORMATION . . .

North London Polytechnic
The independent committee of inquiry into the internal management and organization of the North London Polytechnic is now taking evidence. Miss Sheila Browne, principal of Newnham College, Cambridge, who is chairing the inquiry, invites anyone with an interest to send information or comment to The Polytechnic of North London Committee of Inquiry, Room 80, County Hall, London SE1 7PB. Closing date for submissions is February 25.

Pastoral Care
Tony Clemmet and John Pearce are writing a book on the evaluation of pastoral care and social education, which will contain a wide variety of evaluation methods and materials. Anyone involved with pastoral care who would be willing to share ideas and materials is invited to write to them at Methom House, 182 Carter Lane East, South Normanton, Derbyshire DE55 2DZ. Any evaluation methods published will be fully credited.

No 189 CROSSWORD by Rufus



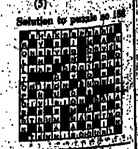
Across

1 Appropriate change of accent is made (10)
8 Language of a quartet of Parisians (5)
9 Money still to be paid on watch (7)
10 Bells in taking an artist's fancy (7)
11 A flash of brilliance (5)
12 Beast of burden given first aid (6)
14 Type of car to hold fifty two (6)
17 It's said in France to be the same (5)
19 A heavenly intervention? (7)
21 An excuse can appear so naive (7)
22 Loudly call out after a plea for silence (5)
23 Dockside workers who don't carry as much weight as others? (10)

Down

2 Getz messing about in boats (5)
3 An unlicensed receiver (5)
4 Underground route (6)
5 Term that's musical or legal, perhaps (7)
6 Display of no interest? (5)
7 Community payment (10)
8 Their union offers security (4,3,3)
13 Sorting out and getting away (7)
16 Brave child is found by his mother (7)
18 Edible seed or vegetable and fruit (6)
19 Be losing track? (5)
20 He's so better off for changing roles (5)

Solution to puzzle no 188



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Educational Supplement
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Political demo school in model role

by Adriana Caudrey

The London school which has been criticized for involving young children in political demonstrations features in a booklet as a shining example of how to teach social studies at primary level.

This disclosure comes days after the school, William Patten Infants, in Stoke Newington, came under scrutiny from the Inner London Education Authority, following an interview in *The TES* in which Ms Sandra Shmidt, the head teacher, expounded her radical political teaching philosophy.

The picture in the booklet shows staff and children from the school participating in an anti-National Front demonstration. The ILEA has reprimanded staff at the school for taking part in such activities in school time.

The case provoked a heated response at the Young Conservatives Conference in Bournemouth. Mr John Selwyn Gummer, Tory party chairman, described the school's recent walk-out in support of miners on strike as: "Little children taken out on the streets for the sake of Arthur Scargill."

An ILEA spokesman said that for inspectors to have included the picture, they must have been satisfied that it was school work which had been approached in a balanced way.

Talking about television

What every teacher should know

The curriculum, the projects and the programmes

Pages 30-31, 37-46

Teachers set to step up sanctions as l.e.a.s put pressure on heads

NAHT bows to demands for names in pay action

by Richard Garner

The National Association of Head Teachers this week sent guidelines to its members telling them to comply with any requests from chief education officer for the names of teachers taking pay action.

At the same time it acknowledges that some local education authorities are acting "nonsensically" in asking for names of those refusing to do lunchtime supervision as well as other duties.

Mr David Hart, general secretary of the NAHT, said local branches should seek clarification and negotiations on local authority instructions if there was any doubt about them but he made it clear that NAHT condemned this year's industrial action and did not support the teachers' pay claim.

Teachers' action over their pay claim – for at least £1,200 for every teacher – will be stepped up after this week's half-term break, with the National Union of Teachers balloting members in selected areas on three-day strike action – set to begin on February 26. The National Association of Schoolmasters/Union of Woman Teachers has instructed all its members to take half-day strike action on the same day and plans to pull out members in 10 l.e.a.s the following week (page six).

Teachers in Further and Higher Education has agreed to discuss both pay and conditions with the employers over the next six weeks in the hope of reaching agreement on a package which would include a single salary scale for college lecturers – replacing the existing lecturer one and lecturer two grades. It is claiming a 20.5 per cent rise.

The Association of University Teachers, too, lodged its pay claim this week. It wants a pay review to be set up – with an interim award this year designed to help the lower paid.

In one authority this week head-teachers have been told by the NAHT that if they consider lunchtime supervision inadequate they should walk out of their schools or shut them down, in defiance of the l.e.a.'s determination to keep its school meals service going.

Some members of the NAHT in St Helens, Lancashire, have already walked out because of fears that extra ancillary staff – hired by the Labour-controlled authority to overcome its lunchtime difficulties – may be unable to keep order at lunchtime.

Mr John Wootton, NAHT executive member, warned that more were likely to follow suit when the NAS/UWT joins the NUT in pay sanctions.

The authority said this week it had recruited 22 extra ancillary workers to work in 13 schools – and that only one school had closed down at lunchtime because of the teachers' action.

It has written to its headteachers warning them that it considers they may be breaching their contracts by seeking to close schools at lunchtime – and offering to indemnify them from any claim for damages in respect of any shortcomings in the supervisory arrangements.

Sweeping changes: some sixth-formers at St Albans' schools have been hired to keep schools clean because Hertfordshire has had problems recruiting adults to do the work since it cut pay rates for both school cleaners and dinner ladies. As disclosed last week, one school in the county is already paying sixth-formers to serve school dinners.

Schools in St Albans and Harpenden have employed pupils as cleaners for some time, but the numbers have increased since adult pay rates went down in January 1985.

Only at one school has the head decided not to use pupils as cleaners.

Some 12 county secondary schools employ pupils at an hourly rate of £1.25 for 16-year-olds and £1.39 for 17-year-olds. Before bonus rates were cut the adult rate was £2.10 an hour, but it has gone down to £1.79.

Mr John Toomay, the divisional organizer for the National Union of Public Employees, said the union did not know pupils were being employed as cleaners. "It is something we would want stopped. Schools are there to educate, not exploit."

A spokesman for the divisional education office said parents had been consulted over pupils' working. The arrangement was mutually beneficial to pupils and head teachers.

Geraldine Hackett

Welsh exam body upstages 16-plus

by Mark Jackson

A radically reformed version of O level-CSE which goes far beyond the Education Secretary's new 16-plus was approved in principle by the Welsh Joint Education Committee last week.

It is the first step towards a system of secondary certification which will challenge the dominance of conventional academic examinations, and this week the committee began discussing a similar approach to A levels.

The new approach has evolved initially to meet the needs of the Technical and Vocational Education Initiative in which many schools are substituting learning by practical experience for conventional academic instruction. The schools believe that their new methods will enable many non-academic pupils to reach the same standards of knowledge and performance as the academically-inclined and want a form of assessment which puts them on the same footing.

The new version of the 16-plus being offered by the Welsh board, who already run combined O level-CSE syllabuses, will be based on modules rather than single subjects. Written tests will form around 20 per cent of the overall assessment.

An example of one of the new cross-modular syllabuses is "modern media systems" which includes TV production, photography, information systems, graphic crafts, and sound broadcasting.

Both the examining body and the local authorities involved – Clwyd and Gwynedd – insist that they are not diluting the standards of knowledge and understanding required in any way but simply using a more realistic and sophisticated way of measuring it.

Mr Peter Davies, of the WJEC, said that the new syllabuses would be very much along the lines of CSE mode 3, but aimed now at the whole ability range on the assumption that they are following a modular curriculum.

Mr Davies says that it would be several years before the committee could hope to introduce the new A level syllabuses and that it recognized that it will have considerably more difficulty in getting them accepted because of the implications for university entrance.

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TIMES PAST
THE TIMES
EDUCATIONAL SUPPLEMENT
Priory House, St John's Lane, London EC1M 4BX. Tel 01-253 3000

Stop the clock and keep talking

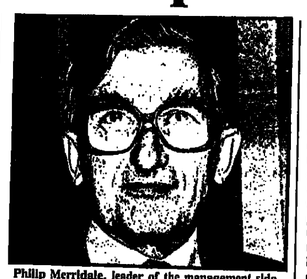
How close to some sort of an agreement on how to set up simultaneous negotiations on pay and conditions did the two sides in the Burnham Committee get, before they broke up in deadlock at ten past one on Tuesday morning?

This is the question which has to be asked and answered before anyone can accept the prospect of disruption by the teachers and retribution by the employers, with the unfortunate pupils (and their parents) caught in the crossfire.

Even now it is extremely difficult to believe that the possibilities of negotiation have been exhausted. Few negotiators are at their brightest or most ingenious in the early hours. Both sides were intensely frustrated by the way the discussion had gone. There must be a strong case for calling the two sides together, informally at first, with the object of having another go at the procedural issue which defeated them on Tuesday. Of course, it is true that finding a procedure by which the real underlying questions can be tackled is only a beginning: an agreement on procedure does not by any means guarantee an agreement on the substance. But, for heaven's sake, the present pay settlement still has six weeks to run. There is time for negotiators to negotiate, to explore the trade-offs, to test reactions and probe formal positions. Maybe the talks will still end in failure, but both sides owe it to the schools and to the public not to accept deadlock till they have reached a deeper understanding of each other's position.

To say this, however, is not to deny that both sides seem to have made a genuine effort to find some answers earlier this week. There were times when it seemed there was a shared recognition of one central fact: that there can be no way forward unless talks can be resumed on a package which combines pay and conditions – a package, in fact, which can accommodate the reasonable demands of [illegible] of State, each of whom has legitimate, but different, interests in pay, conditions and in the case of Sir Keith, the periodical assessment of teaching staff.

Fred Jarvis, NUT general secretary



Philip Merrideale, leader of the management side

If this were accepted, the only immediate question would be how to get business-like talks under way. The management side backed a suggestion that the chairman of the Burnham Committee, Sir John Wordie, should chair an ad hoc committee on pay and conditions, it being understood that any proposals emanating from such a body would have to be ratified in the ordinary Burnham way. All the teachers unions except the NUT would have accepted this. But the NUT felt that this was simply a resumption of the structure working party under another name, and that was too much to stomach.

The teachers' counter-proposal was for concurrent discussions on pay in Burnham and on conditions in the CLEA/st committee – but this the management panel turned down as being no more than a re-affirmation of the situation which had led to the present deadlock, and a prescription which would not allow the negotiating flexibility which was needed.

If both sides recognized that there could only be a solution to the impasse by regenerating talks about a package of measures, it should not be impossible to find some compromise between these two positions. Is it time to call in ACAS? Is it just fear of losing face which prevents the NUT from accepting an ad hoc Wordie committee? Are there grounds for the authorities' deep distrust of the NUT which prevents them from giving the teachers' one more chance to make their clumsy formula work? After all, if there really were concurrent – does this mean simultaneous? – talks, the management panel could link its response to Burnham to progress in CLEA/st. It would be obvious to the world at large, if not to the NUT, that there would only be a deal on pay if the rest of the package made sense. Unfortunately, the NUT's attitude remains ambivalent. At one moment the NUT seems to acknowledge the need for a new package; the next it is determined to confine the negotiations to money.

The breakdown has occurred, however, and events have taken the course which seemed likely from the moment when the structure talks broke down before Christmas. The authorities will not now move on pay if there is any likelihood of the [illegible] to arbitrators. (The DES and the Association of County Councils must now wish they had not stupidly abandoned compulsory arbitration). The local authorities have already offered their manual employees 4.75 per cent, which has been rejected. The official line is that manual workers had a rough deal last time (less good, that is, than the teachers got at [illegible] and that they should get more than the [illegible] this time. Probably they will end up with a [illegible] improved offer, but this will not necessarily [illegible] the teachers can count on getting the same.

So the NUT is back to disruptive [illegible] selective strikes and the rest of it. The [illegible] response remains to be seen. The collapse of [illegible] coal strike, though still to be complete, is [illegible] to strengthen the confidence of unions in [illegible] action. The authorities are plainly telling [illegible] when they say they cannot afford to [illegible] without a larger deal which persuades Sir [illegible] go to Cabinet for a special subvention [illegible] teachers' direct action will, therefore, [illegible] the Government, not the l.e.a.s, and [illegible] have to make up their own mind [illegible] chance they have of coercing Mrs Thatcher [illegible] paying them more.

Teachers are poorly paid and it is in [illegible] national interest that teaching should attract [illegible] retain good people. Many teachers, [illegible] those who know about computers and [illegible] tion technology, can expect to earn much [illegible] outside the classroom. Anyone who follows [illegible] advertising columns of *The TES* will know [illegible] this fact has not escaped some large employers [illegible] the private sector. But this doesn't seem [illegible] there is going to be – or should be – [illegible] Houghton or Clegg: those days are over. What [illegible] needed is to look at the salary structure and [illegible] how more money can be distributed in ways [illegible] accord best with the needs of a profession [illegible] contracting and where promotion prospects [illegible] much less good than they used to be. That [illegible] have it in their own hands to negotiate on [illegible] matters. They will be perverse and, I [illegible] said, unprofessional, if they prefer the [illegible] instrument of direct-action in these circumstances [illegible] to intelligent negotiation and bargaining.

Meanwhile, it will not be lost on teachers in schools that while their negotiations are [illegible] locked the Burnham Further Education Committee is going full steam ahead for a new [illegible] agreement.

Nothing imaginary about the latest round of cuts

How real are real terms?

One of the few contributions economists have been able to make to the education debate has been to persuade almost everybody that it is necessary to look at expenditure in *real* terms. This is so both for understanding what has happened and for assessing future plans.

It may seem somewhat paradoxical, therefore, if I start by pointing out that expenditure in ordinary *cash* terms is also of considerable importance. Consider a government, such as the present one, attempting unilaterally to operate a public sector incomes policy. It needs to reinforce its bargaining position by announcing in advance what sums it proposes to make available to meet salaries and by implication anything else that might be purchased. The alternative of being committed to the provision of a given volume of resources, no matter what it costs, appears *prima facie* to encourage inflation. Indeed, a government running a more sophisticated economic policy, with greater likelihood of success, would still find it prudent to indicate that its plans in *volume* terms have to be subjected to some cash restraints.

The problem at the present time is the disappearance from the Government's Expenditure Plans of volume figures altogether. Even if this were justifiable for planning and control, it is inexcusable for the presentation of outcomes. At the very least the result is to make rational discussion of education more difficult.

There are, of course, figures published in so-called "real" terms. These are the cash figures adjusted for the general rise in prices in the economy at large. (They used to be known as "expenditure in cost terms".) Such figures are not unimportant, because they are a sort of measure of what has to be given up in terms of goods and services in general to pay for the educational service. It is very [illegible] because, in an economy with large scale unemployment, it is debatable what cost to the public sector means altogether.)

Between 1979 and 1983, real terms expenditure on education grew by about 3 per cent whereas gross domestic product grew by almost 2 per cent. The result has been that the ratio of educational expenditure to gross domestic product rose in that period from 5 per cent to 5.2 per cent.

If, instead, the interval 1979 to 1984 is looked at, a rather different picture emerges. expenditure on education and science is thought to have fallen by 2 per cent in 1984, making the overall expansion in the five years at most 1 per cent. Despite the miners' strike it is apparent that gross domestic product grew somewhat in 1984. Thus, it appears that 1984 was a year of both absolute and relative cuts in education expenditure.

Furthermore, in the next three years, educational expenditure is planned to fall by approximately 8 per cent in real terms. Without being accused of over-optimism, I would guess that GDP will grow by at least 7 or 8 per cent in the same period, implying again relative and absolute cuts.

The whole point about volume figures is that the prices of resources used in education rise relative to prices in general. Thus, even if the government were prepared to maintain expenditure in "real" terms, there would still be real cuts. The cynic might say that that is why the volume terms figures are no longer published.

Despite that, can anything be done to throw some light on the matter? Obviously, the Treasury and Central Statistical Office could easily make the volume figures available again. Until then, however, all is not lost. One can proceed along the lines indicated by Tony Travers in *The TES* last week. Alternatively, it is possible to make one or two simple calculations based on the material in the CSO Blue Book. Those limit us for the moment to 1983, but are still of interest. Essentially, the problem is to find a suitable deflator for actual expenditure to convert it to volume terms. There are two suitable candidates. One is the "general government final consumption" deflator which is shown explicitly in the Blue Book. A second can be worked out by comparing local authority final consumption on education in current prices and 1980 prices. This gives an implicit "local authority final consumption" deflator. The point about each of these deflators is that they rose about 60 per cent while prices in general rose almost 50 per cent. There was a crude relative price effect of 10 per cent. (The ratio of the two sets of prices rose by 6.6 per cent.)

Now, the simple thing to do is to take current educational expenditure on goods and services and deflate it directly by one of these index numbers. Capital expenditure can be deflated by an index of the price of capital equipment, and the remainder by the GDP deflator. The effect of these calculations is to show that education expenditure in volume terms grew by just over 1 per cent in the four years from 1979–83. (Local authority educational expenditure itself grew by less than a half of one per cent.) The Government can claim that this justifies them in rebutting those who claimed it did not grow at all. At the same time, this growth is less than the 3 per cent claimed in the White Paper and is also less than GDP. Moreover, when the 1984 figures appear, they will almost certainly show that over five years there has been a decline. (Indeed, this is confirmed by the 1984–85 figures in the White Paper as published.)

A last comment I would like to make is that all of this is to do with determining a correct measure of what is going in to education. But it is a highly aggregated and ignores many obvious matters as the decline in the number of teachers being employed.

We are surely also interested in the scale and quality of the output. The results. (I would rate that as one of the two highest research priorities. The other is the study of incentive systems.) It is an interesting characteristic of the public expenditure White Papers that it contains all sorts of references to achievements and performance, but of the measures are simplistic and not recognized as such. It appears, however, that in higher education, where we are reasonably productive, we are growing in effectiveness. There is some indication that this is also true of the rest of education. The message that present policy appears to be based on a desire to penalize success rather than reward it. If we are to make a new era of rational appraisal, it must be appreciated that this is not compatible with the crude cost cutting exercises so beloved by the Chancellor.

Maurice Peston

Maurice Peston is Professor of Economics at Queen Mary College, London.

In Tony Travers's article in last weeks *TES* (pages 12 and 13), he referred to the local authorities' index of education costs which had been used in the table of l.e.a. expenditure prepared by the Chartered Institute for Public Finance and Accountancy, but the full reference was unfortunately omitted. The relevant "deflator" can be found in *Rate Support Grant (England) 1984–85*, Table K, published jointly by the local authority associations.

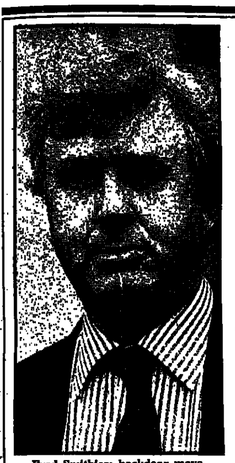
Using this deflator, the index for inflation for the goods and services element in the provision of local services (i.e. education in 1984–85 as in 1979–80 is 61.24. The deflator for the economy as a whole used by the Government is substantially lower – 52.16 per cent.

The difference can be illustrated as follows. Suppose an education authority spent £100 million in 1979–80 and had raised this to £156 million in 1984–85 – this, using the Government's deflator would represent a 2.5 per cent *increase*. But using the local authorities' measure of *education* costs, it shows a *decrease* of 3.3 per cent. Take your pick!

no comment

"It has also come to my attention that there may be slight confusion over what constitutes a 'living individual' for the purpose of registration under the Act in so far as school systems are concerned. I therefore wish to reiterate that this category includes all living individuals, pupils included."

From a letter to headteachers about the Data Protection Act from Greenwich director of education, January 23.



Fred Smithies: backdoor move

ACSET victim of Sir Keith's 'mistrust of committees'

by Bert Lodge

Sir Keith Joseph's mistrust of representative committees was blamed this week for his decision to disband in April the Advisory Committee on the Supply and Education of Teachers.

The Education Secretary told the Commons last week that when the current five-year term of the committee was up he would wait at least two years before considering whether to re-constitute it.

Mr Fred Smithies, general secretary of the National Association of Schoolmasters and Union of Women Teachers, said: "I have a sneaking suspicion that it's a backdoor way of shutting down the only avenue of consultation left that formally provides for the involvement of teacher unions."

The feeling among the unions that Sir Keith prefers a committee of individuals invited by his own office was voiced by Miss Jean Bocock, assistant secretary higher education of the lecturers' union, NATFHE. She said: "I am fairly sure he prefers a nominated body. There's no rationale to end ACSET at present so one can only impute motives.

"It's significant that he has not replied to the last three pieces of advice. The idea may be to disband before members complain that their advice is not being listened to and later replace them with a committee which offers the sort of advice one wants to hear."

Miss Nan Whitbread, NATFHE representative on the committee, said she doubted whether Sir Keith liked to listen to a committee at all. "I think he prefers to rely on his inspectors", she said.

Mr Alan Evans, senior education official of the National Union of Teachers, said Sir Keith's decision was regrettable. He thought a nominated body would have neither the breadth nor pungent approach of the present committee.

Recent ACSET advice known to have displeased Sir Keith is for an increase of 49 per cent in newly-trained teachers in order to implement Government policies in schools.

This conflicts with advice from Sir Keith's own officials offered to local authorities last September that the required staffing increase could be found mainly from redeployment and surplus from falling rolls provided these teachers were not used merely to bring down class sizes.

Court action on spending

Three education authorities which claim they have been given the wrong spending targets next year have been given leave to start legal action against Mr Patrick Jenkin, the Environment Secretary. A date has been set for a High Court hearing next Wednesday.

The authorities – Conservative-led Bradford and Labour-controlled Nottinghamshire and Derbyshire – contend that between them they have been given targets £23 million below their entitlement because of a miscalculation.

Bradford wants another £4 million, Nottinghamshire £6.7 million, and Derbyshire £12.3 million. The authorities believe they have a good chance of mounting a strong legal challenge to the figures.

The Inner London Education Authority is still considering whether to take legal action against Mr Jenkin over the assumptions he used to calculate the rates ceiling to be imposed next month.

And the London borough of Haringey has also sought legal opinion over the possibility of a similar action. This week it was claimed that an Environment Department official had disclosed the assumptions used to set the rates ceiling to a Tory opposition councillor.

The Labour group claims that Mr Jenkin was wrong to provide the information to Conservative members but not to the ruling Labour group.

Drugs pack

Schools throughout the country are to be sent advice packs for teachers on how to deal with drug abuse in the classroom. The DES booklet is part of a new Government initiative on drugs to be launched later this month.

Avon agrees rate-cap pact with NUT

by Richard Garner

Avon has become the first county council to reach agreement on a statement of intent with the National Union of Teachers to protect jobs and services if it faces rate-capping next year.

It is among about 30 authorities which the NUT has approached for negotiations.

The pioneer deal commits them both to defend and "where possible" improve the provision of education within the county. The agreement is expected to be ratified by the education committee later this month.

The agreement has been received with jubilation at NUT headquarters. It sets out the two sides' "duty" to provide a sufficient education service for the needs of the population "as defined in the 1944 Education Act".

The union hopes the agreement will allow those who sign it to test in the courts any Government rate-capping action against the authority. Detailed negotiations will determine ways to maintain education provision and to stick to the statement of intent.

Avon, which is Labour-controlled, claims it will need cuts worth £30 million, including £12.5 million on education, to keep within government spending targets next year.

An "illustration" of its cuts includes £4 million from nursery education, £2.5 million in further education awards and £2 million from school meals.

Sheffield, one of four l.e.a.s facing rate-capping this year, was expected to be the first to sign such a pace-setter deal.

However, negotiations over the agreement have become drawn out, and the NUT warned this week that the atmosphere may have been soured by Sheffield's decision to send its teachers letters telling them that their withdrawal of goodwill over their pay claim could amount to a breach of contract.

Mr Harry Dowson, executive member of the NUT for Sheffield, has warned the city council that the teachers' action in Sheffield could continue after the national dispute is settled if the authority sticks to its present line.

Complex tasks spoil lab record

by Susannah Kirkman

"Good, but could do better", is the Assessment of Performance Unit's verdict on the practical science skills of pupils aged 11, 13 and 15.

The sixth in the series of science reports for teachers says that, while 80 per cent of pupils can follow simple instructions, they cannot cope with more complicated tasks, such as filtering without contamination. Pupils can use some measuring instruments very well but any tricky factor, such as decimals on an ammeter scale, causes considerable problems.

Youngsters are not good at estimating physical quantities, the report says. Only one in three can estimate to within 50 per cent of set value.

And although most pupils make correct observations, they tend to observe less than teachers require or expect.

More opportunities are needed to try out and assess practical skills if "science for all" is to include the ability to investigate, the report concludes.

Practical Testing at Ages 11, 13 and 15: Science Report for Teachers No. 6. Available from The Association for Science Education, College Lane, Hatfield, Herts. AL10 9AA. Price: £1, or 75p each for five or more copies.

Newham attacked on reorganization

by Mike Durham

Newham education authority has been severely criticized by its district auditor for its lack of a school reorganization policy, which it says will cost the ratepayers more than £1 million a year.

The report appears to give substantial support to Mr James Pailing, Newham's Chief Education Officer, who has been offered £25,000 to resign, following what councillors describe as a "loss of confidence" in the director.

One main point of friction between Mr Pailing and left-wing councillors is understood to be the borough's "no closures" policy for schools, despite sharply falling secondary rolls.

The auditor's report points out that secondary rolls have fallen by 11.7 per cent in four years, but although the l.e.a has several times discussed a reorganization policy, it has failed to agree on one.

Over the past two years, two consultative papers on school closures and two draft plans have passed through the council. One plan was extensively discussed at committee level and public meetings but never acted upon.

The l.e.a has also failed to notify the Education Department of any plans to take surplus school places out of use, as it was required to by the end of 1981.

The auditor states that there is "now an urgent need" for Newham to adopt a plan. The report predicts that rolls will continue falling until 1988. Unless a reorganization is carried out, some secondary schools will have less than five forms of entry.

The report says that if a plan had been adopted, the l.e.a would already have saved £252,000 a year on running costs. By 1988, it estimates that Newham would be saving £1,111,000 a year.

Mr Pailing's support for a controversial Asian language teaching scheme in Newham is understood to be another point of contention between him and some Labour councillors.

The outer London borough, which has a large proportion of Asian children in schools, runs a highly acclaimed language unit teaching children Asian languages up to public examination level.

There are 19 full-time specialist teachers in 24 schools. Last year, 143 children passed examinations in languages including Hindi, Punjabi and Urdu.

Dr Manju Aggarwal, the unit's coordinator, said Mr Pailing supported teaching Asian languages in schools, but the idea now seemed to be losing favour.

"Things change so quickly in politics that it's difficult to judge the climate. But some councillors now believe that Asian languages should be taught in community schools and not in mainstream education.

"Mr Pailing is a linguist and he supported the development of the scheme. Now it's one reason he is being attacked. People thought that because I am Asian and a woman it would soon finish, but it hasn't. We have a good reputation all over the country and abroad."

Grassroots curriculum development

The School Curriculum Development Committee has launched far-reaching plans to stimulate curriculum development at grassroots level and 258 local projects in more than 90 l.e.a.s are to be funded this year.

Topics range from the use of video in drama to help disturbed and disadvantaged children to the development of science in infant schools. Each scheme will receive an average of £600.

The SCDC will link schools which are running similar projects. "We're hoping for a multiplying effect far beyond the value of the awards", explained the committee's chief executive, Mr Keith McMillan.

It has received 1,300 applications for funding.

Professor Roger Blin-Stoyle, the committee's chairman, has emphasized that the SCDC will not hesitate to express frank opinions on the Government's curriculum policies, even though it has to work within Government guidelines.

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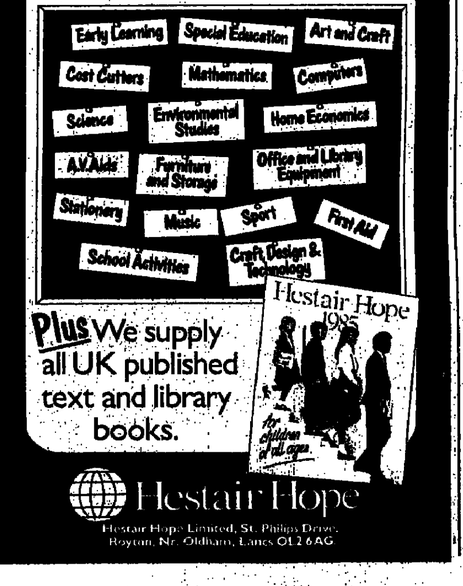

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PLATFORM

Giving the DES a free range on batter

Tyrell Burgess finds the definition of corporal punishment in the new Education Bill revealing, and argues that the legislation undermines the powers and duties of l.e.a.s and heads, under the guise of increasing parental choice.

Out of the mouth of very babes and sucklings . . . (Psalm 8, verse 2).

I had not hitherto thought of parliamentary draftsmen as babes and sucklings. But it is clear that they fulfil something of the same function. One of the things they have to do is to take the policies or proposals of Secretaries of State and turn them into something that will stand up in a court of law. This process can be very revealing.

Take, for example, the Education (Corporal Punishment) Bill, which had its Second Reading on January 28. The Bill seeks to enable parents to exempt their children from corporal punishment, so that the Government can fulfil its obligations under the European Convention on Human Rights. In doing so, parliamentary draftsmen were faced with the need to define corporal punishment. The way they have done so is as follows (section 1, sub-section 2):

Subject to sub-section 3 below, references in this section to the giving of corporal punishment are references to doing anything for the purpose of punishing the pupil (whether or not there are also other reasons for doing it) which, apart from any justification, would constitute battery.

Battery is a crime for which a magistrate can (I believe) send you to prison for six months or fine you £1,000. The babes and sucklings have spoken: the euphemism has disappeared. "Corporal punishment" is something which, except when educationally applied, can land you in jail for half a year. No doubt simple battery also has an educative effect on those to whom it is administered, and it is useful to speculate what is learned by it.

The babes and sucklings have also done well with the parenthesis in the sub-section quoted above. Battery is "corporal punishment" provided it is done to punish – "whether or not there are also other reasons for doing it". I have never been sure what a mind does when it boggles, but there must be many minds boggling at this parenthesis.

There was once a senior boy at one of our extremely senior public schools who was instructed to beat a younger one. He expressed himself entirely ready to do so, but added: "I think I should tell you, sir, that it would give me the most exquisite sexual pleasure". His scruples would clearly have been mitigated by the present Bill, since punishment would still have been one of the reasons for the battery.

Be this as it may, the new Bill provides that parents can exempt their children from battery for any purpose by entering their names on a register kept in the school, and there are to be regulations made by the Secretary of State governing registers. These will cover obtaining and recording parents' views; the form and contents of registers; "functions as to making and cancelling entries in registers", the effect of different kinds of entry; dates, copies, preservation and "delivery up" of registers; and many others, including "incidental, supplementary, consequential and transitional provisions".

All this repeats the errors of so much recent legislation in education. What happens is that the Government asserts that it wishes to increase parental choice, but all it does is to undermine the powers and duties of responsible bodies and people, like local education authorities and heads of schools, and intrude detailed central regulation into the running of schools.

One would have thought that the Secretary of State might have learned the lesson from the 1980 Education Act which, under the guise of increasing parental preference on schools, undermined the responsibilities of l.e.a.s, covered the country with appeals tribunals and affected the reality of parental preference not a jot.

In the present case, a fiction is preserved that parents will be able to sign their children up for battery if they wish. The fact is that no school where parents "contract out" will be able to go on battering the others. Common sense and elementary justice will prevent it.

What the Bill does, therefore, is to centralize control over the conduct of individual schools, without giving any real responsibility to individuals. And the control will not be exercised on matters of substance but in extending the growth of bureaucratic procedures.

The new Bill follows the present legislative fashion for being over-elaborate, unworkable and incomprehensible.

A clue as to what the Bill as drafted have provided for is offered by para. 1, sub-section 2. It is drafted in this way, I presume, because of the precarious legal position. It has hitherto been a valid defence in the courts against a charge of battery that one is merely exercising the normal parental right of chastisement.

The courts have also held that these rights are transferred to the teachers as being *in loco parentis*. The courts have gone further and said that being *in loco parentis* requires teachers to exercise their judgement, from time to time, to such things as corporal punishment, not to follow the wishes of an individual parents whose place they are temporarily taking.

To meet the Government's obligations under the European Convention of Human Rights required a new one-clause Bill. This would simply have removed from anyone in charge of *parents* (like a teacher) the traditional defence against a charge of battery. This would have been clear, straightforward and honest, and it would have avoided the intrusion of a new bureaucracy into the conduct of schools. It would have stopped corporal battery, which is what the purpose of the European Convention must be.

It would have been a small price to pay for these advantages to be set against the thought of parliamentary draftsmen as babes and sucklings.

A fiction is preserved that parents will be able to sign their children up for battery if they wish. The fact is that no school where parents "contract out" will be able to go on battering the others.

Tyrell Burgess is reader in philosophy of social institutions at North East London Polytechnic.

A flexible thinker in an inflexible mode

Ted Wragg reflects on his recent radio interviews with Sir Keith Joseph

I cannot now remember exactly how it came about, but at one stage during the planning of the four Radio 4 programmes in the series *Crisis in Education* it was suggested that I should interview Sir Keith Joseph. In the event it gave me a unique opportunity to hear at first hand his current views on the four topics covered in the programmes: parents, curriculum and examinations, finance and the teaching profession.

The interviews took a little time to set up. "The DES are a bit concerned, I think," the producer Chris Stone rang to tell me. "About what?" I asked. "About whether you'll be impartial". Now the only people to my knowledge who are impartial about education are the dead and those with cotton wool between the ears. The rest of humanity is partial. Like many academics I am perfectly capable of giving a balanced lecture, soberly enumerating both the pros and cons of some matter in which I have a clear personal bias or preference or making an objective appraisal of issues, but true impartiality is a state I have, thankfully, not yet reached.

Accepting that I was irrevocably bent, the DES was very cooperative. We gave notice of the general area in which discussion would take place. Sir Keith seemed willing to talk about everything.

When we called at BBC Supplies to collect our portable tape-recorder none was available. "Tell you what," said the supplies man helpfully, "if you promise to bring it straight back I'll lend you this one." It was an exceptionally robust one labelled prominently "Roger Cook, Checkpoint." Looking at all the dents in it, evidence of the many assaults on the fearless Roger during his various interviews with awkward subjects on his hard-hitting consumer programme, I had a grim foreboding of my foot stuck firmly in the DES door and Sir Keith and his press man leaning heavily on the other side, refusing to comment. We were, in fact, graciously received.

During the first programme Sir Keith began to outline a view of parental contributions to school capitation that seemed to me, in retrospect, because I was too slow at the time to pick it up in detail, to be bordering on the illegal. This exchange was broadcast on January 1, and he repeated a similar version at the North of England conference a few days later:

Ted Wragg: Parent teacher associations are now complaining vigorously that they're having to raise money for the basic fabric of education, things like books, for example, rather than luxuries and extras. Are you not concerned about this?

Sir Keith Joseph: I certainly would be if they were being compelled. The law forbids that, but inasmuch as parent teacher associations have over the years voluntarily given money for the benefit of their schools I am in favour of it, and provided it's voluntary it's legal.

TW: Well it's sort of "voluntary", because I mean, more schools are saying they're so strapped for cash for vital things, that the only way they can get them is for parents to raise the money, which is fine in areas where people are pretty well-heeled, but isn't it driving a wedge between rich and poor, in that downtown areas are going to find it very difficult indeed if there are unemployed parents, and so on, to raise money?

KJ: But it is precisely to take into account that sort of background that local education authorities can adjust the money they give to schools, to take into account what parents happen to give in that particular area. In other words local education authorities can give more, or less, according to what parents manage to give.

This is what you might call the "Oriental Bazaar" view of maintained education. The price of what you offer is varied according to the gullibility or affluence of the customer. You size up the punter, start at a fairly high price, haggle, plead your business is about to go bankrupt and your family is starving, and eventually agree whatever sum you can extort: fine for bazaars but a bit demeaning for a maintained education service.

There will have to be much more pressure on Sir Keith than I managed to exert over his policy of creeping privatization. Finance came up in one interview. Sir Keith tended to blame local authorities for not spending money on books which the Government had put into the Rate Support Grant for that purpose, but in this exchange, which was part of programme three that had to disappear in the editing, he also accused teachers.

KJ: And why sometimes is the money put aside for books and maintenance and equipment not spent on books and maintenance and equipment? Because the teachers' pay exceeds that provided for in the budget and raids the other funds. Do be realistic.

TW: Ah, but that would not be a point that would be put forward about, say, the pay of the police. One wouldn't say crime has risen, because less money was available for crime fighting, because the police have had substantial pay increases.

KJ: I have not seen, maybe they exist, reports indicting the police authorities for wasting money on the scale that HMI reports that some local authorities waste public money.

The notion that there is still a great deal of waste in the system colours much of what Sir Keith believes. This was nowhere more apparent than when we talked about universities. I was open-mouthed at one point when he queried unaware of the massive reduction in university funding since 1981.

TW: It still is the case that the cuts have very badly affected most higher education institutions, both universities and polytechnics.

KJ: I wonder whether that is right. I certainly don't agree when you refer to the polytechnics, and I think that many university departments may welcome, with hindsight, the improvement in standards, the improvement in management that has been imposed on them by the cuts. Now, of course they were odious, of course they left sorts of difficult implications, but denying that, particularly in some institutions like universities which are difficult to manage; they don't have management structure. Never-the-less some good has come out of it.

If Sir Keith was still hurting from financial cuts he was much more conciliatory on teachers' pay being linked to merit awards.

KJ: I don't know that the purpose of appraisal is only to be judged by payments. After all, appraisal is going on the whole while now. What I am asking is that the appraisal be more formalized.

TW: But this is a contentious issue when really, I think what many managers of schools would want, looking at it on, is collaborative system.

KJ: I think this sort of discussion would be extremely healthy.

On in-service the message was more optimistic. He liked the ACSET report which was on his desk and which could, if implemented, offer the profession its best-ever chance. However, the impression that he was about to do it. If the teacher unions failed to negotiations skilfully there would be the basis for a not unreasonable new assessment/in-service deal. The LEA friend and supporter of it that I am, has been wrong, I think, to embark on unilateral industrial action at this delicate stage of negotiations.

My retrospective impression of Sir Keith is that he is currently bewildered. Recognizing that this is almost certainly his last ministerial assignment he sometimes refers to himself as "Keith remembered as the minister who . . . ," a sure valedictory clue.

To talk to him is a memorable experience. He is charming, very personable, a stimulating and thoughtful man, inventing policy on the hoof, one suspects, a sometimes welcome, sometimes worrying trait. I find him well intentioned about improving the quality of educational experiences for young children, hoping to end boring chalk and talk, so on, but utterly wrong-headed about the realities of classroom life in a retreating economy, espousing a dogma that refuses to be sullied by those like evidence. The anguish of his inflexible thinker trapped in an inflexible mode is etched on his face and voice. It prevents him from being his best.

Professor Ted Wragg is director of the School of Education, Exeter University.

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NEWS

Examining bodies refuse to bow to pre-vocation

by Susannah Kirkman

The future of the Certificate for Pre-Vocational Education is in jeopardy because some examining bodies are refusing to allow the new course to supersede their own exams, according to Mr Peter Dawson, general secretary of the National Association of Teachers in Further and Higher Education.

Mr Dawson is urging Sir Keith Joseph, the Education Secretary, to seek an agreement from bodies like the Royal Society of Arts and the boards responsible for the Certificate of Extended Education that the CPVE should replace existing qualifications, as originally envisaged.

If schools and colleges are not convinced that the CPVE will be widely accepted, they will not want to become involved with it, Mr Dawson says. The short time-scale allowed for launching the new course makes it urgent to rationalize provision as soon as possible.

Criticism of "free-booting" examining bodies has been growing among CPVE's further education supporters. Mr Mick Farley, Sheffield's Post-16 Senior Adviser, has roundly condemned the decision of the Oxford and Cambridge Schools' Examination Board to offer the CEE.

"The GCE boards stand guilty of both naked self-interest and total indifference to the curriculum well-being of young people," Mr Farley said at a regional conference of the Institute of Careers Officers in Doncaster.

He described the continuation of CEE as "the latest cynical move by GCE boards to preserve elitism and outdated assessment methods in an effort to ensure their own survival".

"All the evidence suggests that single-subject, norm-referenced exams are now discredited. They are largely responsible for demotivation and under-achievement among young people," Mr Farley told *The TES*.

Meanwhile, the Northern Examining Association is to introduce a "mature" GCSE aimed at 17-plus and adult students, although it has denied that the new exam is a direct competitor with the CPVE.

"CPVE is a package. It is irrelevant to the needs of people who want qualifications in one or two subjects to fit in with other courses," Mr Colin Vickerman, Secretary of the Joint Matriculation Board, told *The TES*.

The NEA sees the "mature" GCSE as complementary to CPVE, according to Mr Vickerman.

But some college principals and headteachers view it differently. Mr Roy Burgess, principal of the Millbank College of Commerce in Liverpool, said: "I suspect a substantial number of students will see CPVE as closing doors rather than opening them and will consequently opt for the GCSE (Mature)". He nevertheless plans to run both courses.

According to Mr Nigel Sidaway, head of St Aidan's School, Carlisle, "CPVE may be a very good idea for a particular target group but you can't package all sixth-formers into 'academic' or 'pre-vocational' courses. They need flexibility."

Mr Sidaway also claimed that large areas of vocational experience like agriculture and community care were missing from CPVE. He wants to leave CPVE courses to the local further education college.

When it is introduced in 1988, the "mature" GCSE will replace JMB's popular A/O courses, as well as the CEE offered by the four CSE boards of the NEA. Although the exam will meet the criteria for the GCSE, it will be geared to the interests and needs of mature students who may not be taking full-time courses.

So far, the Joint Board for Pre-Vocational Eduction has refused to admit that CEE poses a threat to CPVE. It has suggested that single-subject exams could be included within the additional studies component of CPVE. But Mrs Janet Elliot, the Joint Secretary of the Joint Board, has emphasized that it would be confusing and counter-productive for the majority of candidates to build in too many extra elements into the course.

Schools would also not be expected to provide a full range of CPVE courses and the more vocationally-oriented "preparation modules" were not compulsory, Mrs Elliot said.

The board expects growing support for the CPVE from schools and colleges as routes into further and higher education become established. Discussions with the Standing Conference on University Entrance are to begin soon on the recognition of the CPVE as part of the O level requirement for matriculation.

Acorn crisis may hit schools

by Carolyn O'Grady

As Acorn Computers tries to pull itself out of the biggest financial crisis of its short life, schools are wondering whether they are in danger of being left with unserviced computers and a gradual drying up of software.

With the backing and encouragement of the BBC and the Department of Trade and Industry, nearly 80 per cent of schools now own a BBC micro manufactured by Acorn. Most educational publishers have also committed themselves to the BBC. Some produce educational software exclusively for that machine, many for the two "education computers", the RML machines and the BBC.

Last week Acorn's shares dropped to 28p compared with a peak of 196p last year – and dealing on the Unlisted Securities Market was suspended. Acorn has also parted company with its financial advisors, Lazard Brothers, its merchant bank, and Cazenove & Co, the stockbroker. Another merchant bank, Close Brothers, has been engaged to help the company to reorganize its affairs. The result of that reorganization, which may involve refinancing from some source, will be made known in a few weeks.

The Stock Exchange is also to investigate the dealing in Acorn shares before the suspension. That could take up to six weeks.

However, it does look as though servicing arrangements will continue. Parts are not in short supply and distributors and suppliers will go on honouring agreements and negotiating new ones.

This week, during a programme in its *Microlive* series, the BBC put out a statement to the effect that the corporation "understands that in any reorganization Acorn will, of course, take care of the interests of existing and future BBC micro owners".

The main effects of the Acorn crisis, however, will probably be more subtle and far-reaching. There could be a brake on software development and the manufacture and distribution of devices and services for the BBC, until it can be seen where schools will go now. At a recent conference, computer education advisers expressed some disappointment that Acorn's plans for education in the 1980s did not seem to go far beyond the eight-bit BBC machine.

However, not all the news is bad. Acorn's failure to update the BBC model B has been quickly seized on by the company's competitors, who recognize that schools need powerful machines to handle the more sophisticated work which they are eager to begin.

RML has already announced its new 16-bit machine, the Nimbus, at a special discount price for schools, and this week two American companies, Apple and Commodore, announced schemes for education. Apple is offering every school in Britain an Apple II at a 50 per cent discount, and Commodore has halved the price of its latest model, the Plus/4.

A good read: former Barnardo boy, author Leslie Thomas, last week presented 10,000 books to Dr Barnado's which will be distributed to its child care projects thoughout the United Kingdom. He is pictured with children of the St John day centre, Brixton, South London.

Jenkin curbs further delay Liverpool reorganization

by Mike Durham

Liverpool's long-delayed school reorganization programme could be set back even further because of restrictions on the city's capital spending announced by Mr Patrick Jenkin, the Environment Secretary.

Mr Jenkin has given the city council two weeks to trim next year's capital spending by £27 million. If it fails to meet this target, all new capital projects over a certain level will have to receive his express approval.

Essential spending on work to amalgamate schools, new buildings and conversions could then be held up, possibly until the next financial year.

This week Liverpool's education committee approved a £6 million capital programme over two years, including £2½ million for the schools reorganization. But a policy review sub-committee was meeting later to decide whether to comply with Mr Jenkin's demands.

The Liverpool schools reorganization, which will set up 17 community comprehensives, was agreed by Sir Keith Joseph, the Education Secretary, last summer after long consideration. But he delayed the scheme by a year, to start in September this year.

This is the first time Mr Jenkin's powers under the Local Government Planning and Land Act have been used. If he refuses permission the council will be forced to reallocate its capital spending priorities to bring the total spending within the limits prescribed by the Government.

Lancashire in sex discrimination dispute

by Adriana Caudrey

A deputy headteacher, who founded a national pressure group to fight for women's rights in education, is accusing her local authority of sex discrimination in its handling of her own career.

Ms Vera Chadwick, deputy head of Knowle High School in Blackpool, is taking labour-led Lancashire County Council to an industrial tribunal next month over its failure to promote her. The Equal Opportunities Commission is backing her for the four-day hearing.

Two other cases of alleged sex discrimination against women teachers in Lancashire – are also in progress.

Concern about the extent to which women teachers have been passed over for promotions was one of the main reasons for the setting up of the Lancashire-based national campaign group, Women in Education: The National Association.

Last week, the controversy took a new turn when the county council revealed a provisional equal opportunities policy. This was immediately attacked by local educationists for its tardiness – the authority had started to call itself an equal opportunities employer two years ago.

The first big sex discrimination case involving a Lancashire teacher was three years ago, when Mrs Hilda Moorhouse, who was deputy head of Holy Cross School in Chorley, took the county council to an industrial tribunal because of the circumstances under which she had been passed over for the headship. She lost the case.

Three months later Mrs Joan Peyton, then the assistant head of Cardinal Allen R C High School, Fleetwood, took Lancashire to an industrial tribunal after she was passed over for the deputy headship, but lost the case.

Meanwhile, Ms Pam Ackroyd, a lecturer at a college of further education, is awaiting the continuation of her industrial tribunal hearing.

A spokesman for the EOC said it was difficult to assess how Lancashire compares with other parts of the country, but said that four sex discrimination cases within education in three years was "a cause for concern".

The authority's new draft guidelines on equal opportunities were attacked both at an education subcommittee, and at a meeting of the education committee.

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NEWS

TES staff report on the first week of teacher industrial action over pay

Fresh wave of strikes to follow talks breakdown

by Richard Garner

Schools all over the country face strikes after next week's half-term break following 10 hours of fruitless talks in the Burnham committee, the profession's pay negotiating body, earlier this week.

Talks on this year's pay claim broke down early on Tuesday morning – leaving both TUC-affiliated teachers' unions, the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers, warning of a strike.

And this prospect of further industrial action increases the likelihood that either union or local education authorities could soon face legal action as a result of the impasse in negotiations.

The NUT has decided to ballot selected schools on strike action – with a view to commencing an escalating series of three-day strikes from Tuesday, February 26.

The union is focusing on areas which have been "hostile" to teachers during their current withdrawal of goodwill. At least 41 of the 104 local education authorities have now warned teachers they are breaking their contracts.

However, Liverpool City Council has said the teachers' claim should be met in full.

Mr Fred Jarvis, the union's general secretary, warned that disruption of examination classes could be a possibility this year – although he added a decision on this had yet to be taken.

Under union rules, each school needs a two-thirds voting majority before a strike can be called – which is [illegible] be immune from damages under current industrial relations legislation.

However, the national withdrawal of goodwill could still land the union in court.

Local education authorities are bracing themselves for legal action by aggrieved parents – either compelling them to provide the standard of education set out in the 1944 Education Act or suing for loss of earnings because of having to stop work to look after a child sent home from school because of the teachers' action.

In the event of an l.e.a being sued because of the withdrawal of goodwill, the employers believe they could recoup the damages with court action under the trade union legislation agreed by Parliament last year.

Meanwhile, the NAS/UWT, which is instructing its members to take part in a half-day strike on February 26, could face High Court injunctions ordering it to call off the strike – as was granted to the car firm, Austin Rover, when its unions called for strike action without a ballot.

However, Mr Fred Smithies, the union's deputy general secretary, said l.e.a.s would have to apply separately for injunctions.

Leaders of the union indicated they would comply with a court order – rather than risk sequestration of the union's funds. It, too, will be withdrawing goodwill from after the half-term break. The Assistant Masters and Mistresses Association will not, however, be advising members to take action or balloting them at this stage.

The breakdown of the pay talks came after ten hours of frustrating attempts to set up an acceptable way of discussing the management's pay and conditions package – which holds out the chance of 7.5 per cent extra on pay in return for a new contract.

In an effort to break the deadlock, John Worsdale, the independent chairman of committee, suggested he should chair a meeting to try to resume discussions on the package.

However, this initiative proved unacceptable to the NUT who – backed only by the Assistant Masters and Mistresses Association on the teachers side – suggested that discussions should run concurrently in Burnham on pay and pay structure and in CLEA/st on conditions of service.

Feeling runs high after deadlock

by Geraldine Hackett

Teachers across the country are angry at the breakdown of pay talks. Action by the National Union of Teachers is likely to close schools, particularly in the inner cities. Mr Bill Norton, acting headteacher at the Birmingham comprehensive, Primrose Hill, reckons that feeling in the profession is running high.

"Teachers are facing a dilemma. They are underpaid, but they are reluctant to strike", he said.

Teachers at Primrose Hill went on strike for four days during the pay dispute last year. Although there is a difference over tactics – teachers in one large London comprehensive school want the NUT to call an immediate, all-out, indefinite strike – city schools seem ready to vote in favour of stepping up industrial action.

In Hampshire schools, where there has been a patchy response to NUT guidelines on non-statutory duties, the failure of negotiations could provoke more militancy.

Mr Michael Walton, NUT representative at the Bobsut comprehensive school at Liphook, in Hampshire, said staff had not been taking action.

"The majority of teachers here felt we had to negotiate as far as we could. We felt the union was being too hasty.

"There has now been further negotiation, and I don't know what response there would be to a ballot for industrial action."

The school's headteacher, Dr Alan Leech, who is the NUT's divisional secretary for the county, said he felt there would be a mixed response.

"At the moment, the schools taking action are in Southampton and Portsmouth, whereas rural schools are not, on the whole, taking action".

Elsewhere, teachers reported a growing frustration at the negotiations that was likely to be translated into militant action.

Mr Gethin Lewis, headmaster of the Gabalfa primary school, which serves a large council estate in Cardiff, said "sensible, caring teachers" would support a vote for industrial action.

Heads join call for pay review

Headteachers have joined in the growing chorus of voices calling for a review of the teachers' pay negotiating body to allow both salaries and conditions of service to be discussed together.

In a letter to Sir Keith Joseph, the Education Secretary, the National Association of Head Teachers has urged him to amend the Remuneration of Teachers Act, which set up the Burnham committee as a body solely to deal with pay bargaining in 1965.

Mr David Hart, its general secretary, told Sir Keith that the opposition by the National Union of Teachers to the local authorities' structure proposals "owed as much to its inherent opposition to merging salaries and conditions of service as it did to the actual contents of the employers' package.

"The failure of the 1985 salary negotiations to make any real progress largely results from the ability of the NUT to block negotiations on salaries and conditions of service by insisting that they must be negotiated separately in Burnham and CLEA/st, (the body responsible for conditions of service)" he added.

"The impasse we face this year has potentially disastrous consequences for the schools where sanctions have already started and where more are threatened."

The NAHT has also repeated its view that there should be a separate pay negotiating body for headteachers and called for a review of the membership of the teachers' panel of the committee.

At present, the NUT has an overall majority on the panel by dint of the chairman's casting vote. Mr Hart says he is convinced that the movement in membership numbers between the teachers' organizations during the past year warrants a review.

The NAHT calls for legislation to bring pay and conditions together following a similar call from employers' organizations which are seeking an urgent meeting with Sir Keith for the same end.

Return letters says union

Teachers in Hertfordshire have been told to send back letters warning them their withdrawal of goodwill could be a breach of contract and lead to a loss of pay.

The 2,000-strong branch of the National Association of Schoolmasters/Union of Women Teachers has told its members to return the letters to the County Education Officer, Mr Donald Fisher, saying they do not accept the content of the letter as setting out their contract of employment.

Letters were sent out to all teachers in the county – even though at that stage only members of the National Union of Teachers had embarked on a withdrawal of goodwill (including a ban on covering for absent colleagues and lunchtime supervision).

Hertfordshire NAS/UWT members also passed a motion calling for a one-day token withdrawal of goodwill in protest at the "deliberately provocative" action of the authority.

Problem of deductions

Local education authorities face a dilemma in deciding exactly how much they should deduct from the pay of teachers who refuse to cover for absent colleagues.

The few authorities who have taken such a step in the past have normally tried to deduct national damages assessing how much individual teachers earn per hour and then deducting the equivalent of an hour's pay for every period where cover has been refused.

However, this is fraught with difficulties as the precise hours of the teachers are not defined – the time they spend in school is roughly 27½ hours per week but a survey by the NUT last week revealed they worked on average 20.3 hours extra.

Therefore, the average classroom teacher on a salary of £9,000 a year could expect to lose anything between £3.25 and £5.50 from their wage packet (before tax) for every period of refused cover.

Funding row continues

by Sarah Bayliss

Student numbers in universities must continue to be held down, given the level of Government funding, according to guidance issued by the University Grants Committee this week.

In a letter to Britain's 52 universities Sir Peter Swingerton-Dyer, chairman of the UGC, draws attention to the "continuing squeeze on recurrent grant and the variety of demands from Government for increased expenditure in particular areas". All the evidence indicates that the universities' financial difficulties will increase, he says.

● The continuing debate about the recent history of funding for the universities prompted Mr Giles Radice, Labour's spokesman on education to ask Sir Keith what the recurrent grant had been each year since 1978–79 in constant 1984–85 prices and in cash terms, excluding the element of the grant paid since 1982–83 to compensate for the loss of fee income from the reduction in tuition fees for home students in that year.

Sir Keith presented Parliament with a table giving the following figures, representing cash terms first, and real terms:

£602,005,233,	1978–79	£1,022,323,189
£728,481,734,	1979–80	£1,058,209,111
£942,931,714,	1980–81	£1,154,845,945
£967,959,423,	1981–82	£1,077,905,816
£1,006,705,242,	1982–83	£1,051,147,770
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Members of the Petea Maori Club from New Zealand show pupils from the Gladesmore Community School, north London, how to play the "stick game".

Specific grant gains support from DES

The prospect of returning to the education specific grant has been raised again in Whitehall and is understood to have considerable backing from within the Department of Education and Science.

The system – which was abolished in 1956 – would give central government increased control over local authority education spending. It would enable the government to dictate how much should be spent on the service by each authority.

The latest attempt to resurrect the idea comes in the context of the so-called Baker Review, an internal Environment Department inquiry into local authority finance, being conducted by Mr Kenneth Baker, the Local Government Minister.

A renewed education specific grant is one of many ideas under discussion. Neither the DES nor the Treasury has been asked for its views, but the Environment Department team is to produce a "shopping list" of reforms by Easter.

Most l.e.a.s would reject a return to specific grant, but some councils would welcome it on the grounds that it might enable them to spend more on other services.

Technology a must up to 16

Technology in some form should be on every secondary pupil's timetable every year in school until the age of 16, says a report, yet unpublished, from Oxford University department of educational studies.

Based on a four-year research project funded by the DES and Oxfordshire l.e.a. as part of the Oxford Educational Research Group programme, and carried out by the department and local science and CDT teachers, the report says the argument for the subject should be based on educational not vocational grounds. No option system should allow the subject to be dropped completely and resources for such universal provision would need to come from direct government funding.

To ensure sufficient teachers, mature students should be recruited from industry into one-year training courses in technology by paying them a special grant equal to the salary of a newly starting teacher.

"The lack of a clear coordinated curriculum policy throughout a school presents a real barrier for any new subject seeking to gain acceptance. In a system where each subject has to fight independently for its own existence . . . a new subject such as technology which does not have the status of the established academic subjects will find it impossible to make significant inroads."

The remedy lies in the development of a whole school curriculum policy where technology can be perceived as a problem-solving process. But while established subjects receive guidance or support from published books and course material "in technology this is (or was) almost non-existent."

The most fundamental shortage is that of teachers. "There are not sufficient teachers in the schools who have the ability and the enthusiasm required to teach technology well."

Besides recruits from industry, the group calls for more technology places in initial teacher training and more in-service courses sponsored by the DES.

Local authorities are recommended to appoint advisers with responsibility for developing the subject and to establish both a technology forum where subject teachers could meet and a technology centre as a focus for local curriculum development.

Dyfed axe jobs

Dyfed is to axe 137 teaching posts, raise school meal prices by 5p and cut the hours dinner ladies work in the face of a £2million reduction in its 1985–86 budget.

NEWS

Multicultural education 'remote and irrelevant'

Research for the Swann committee shows little enthusiasm for ethnic teaching among schools in 'all-white' areas. Diane Spencer reports

Schools in "all-white" areas in England see multicultural education as "remote and irrelevant", according to research carried out on behalf of the Swann committee. It also found "widespread evidence of racism".

Mr Arnold Matthews, former adviser in Ealing, and Mr Laurie Fellows, a former adviser in Lancashire, visited 26 schools in six authorities in the winter of 1982–83. The survey covered primary and secondary schools in the north and south in both maintained and voluntary sectors.

The researchers were asked to discover the extent to which an awareness of a multiracial Britain had influenced the thinking of schools with few or no ethnic minority pupils.

Swann committee members were anxious to find out whether schools saw it as part of their responsibility to inform children about different ethnic groups and to encourage a positive view of their role in society.

The Swann report is due to be published in early April. But as revealed last week in *The TES*, it will come out firmly against the idea of ethnic minorities setting up their own schools. It will also reject the idea of introducing bilingual teaching in mainstream education. And it says that racial discrimination and social deprivation are more important factors than IQ in the under-achievement of children of West Indian origin.

The report says that the research "illustrates vividly the gap which exists between the pronouncements and exhortations made at national level about the need to educate all pupils for life in a multiracial society, and the extent to which such an aim is accepted and acted upon."

But the researchers found many schools would welcome and respond to a positive lead, with appropriate definition and guidance, from the Department of Education and Science about multicultural education.

Examples of racism ranged from the unintentional patronizing kind – with its stereotyped ideas about ethnic minorities combined with "an appalling ignorance" of their cultural backgrounds – to the extremes of overt racial hatred.

Asian pupils – usually viewed collectively as "Pakis" – seemed to be most frequently the object of animosity, dislike and hatred, apparently because they were seen to be different from the accepted cultural religious and linguistic norms.

Racial prejudice seemed to be most prevalent among less bright pupils who might feel most threatened by "successful" minority communities.

But there were some signs that young people might be more prepared than adults to adopt a positive view of a multicultural society given the opportunity.

Primary teachers were more willing to consider the implications of the changing nature of our society for their pupils than secondary teachers. They were chiefly concerned with their own subject specialism and were bound by the constraints of the exam system, the researchers found.

Recently qualified teachers commented on the inadequacy of the coverage of multicultural education in their courses. The courses were said by one to reflect "the whole gamut of racial misunderstandings and folk mythology; some were apathetic, others condescending but some accepted the concept while a few respected it".

Many teachers, confronted by overt racism among pupils, were found to be uncertain, reluctant or determined that nothing could or should be done by the school to challenge these attitudes.

Some thought that emphasizing "differences" between groups could only be counter-productive and divisive, and attempting to tackle racial issues openly could exacerbate the situation.

All but one of the authorities in the survey supported the principle of educating all children for life in a multiracial society but there was a good deal of caution about putting this into practice.

Authorities could be influenced by the possible political repercussions of taking action in what was seen as a controversial field, the committee noted.

● Nottinghamshire County Council is to recruit 12 teachers who will form two teams to help West Indian origin children do better at school.

One group will concentrate on primary – aged children and the other on secondary and further education. Three – quarters of the cost of the project will be met by the Home Office under Section 11 funding.

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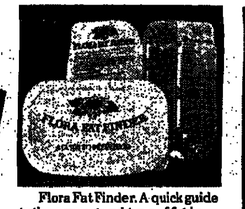

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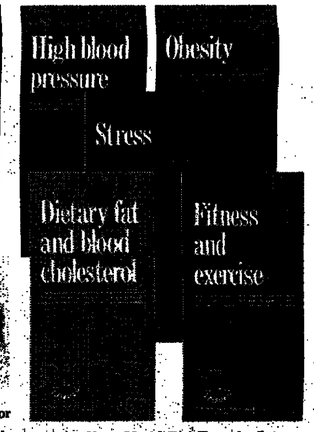

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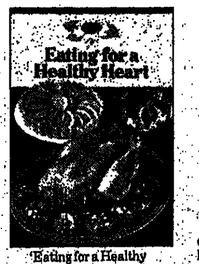

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Nottinghamshire pupils have benefited from a scheme that sends specialist teachers to out-of-the-way primaries. Sarah Bayliss reports, as the project spreads to the inner city.

United they stand – a small school success story

A pilot project in Nottinghamshire, which has helped primary teachers to broaden the curriculum in small, isolated schools, is being extended to include inner city areas.

The Small Schools Project, which began as an experiment in 1982, has provided curriculum support for more than 50 small schools, each with fewer than 108 pupils.

This project, which has received glowing reports from participants, ties in closely with the Labour-controlled authority's policy for keeping small schools open and for taking steps to combat educational disadvantage.

It works by bringing schools together in groups or "federations" of four or five within a radius of about 15 miles. One headteacher acts as the group coordinator and through informal meetings – usually working lunches – they identify the subject areas which they feel need help, a fresh approach or special expertise.

Having identified the weak areas, the schools are provided with a suitable "consultant teacher" – an expert in subjects like science, drama or dance – who is put on secondment for one or two terms from their own [illegible]

Many consultant teachers have been handpicked by the project's founder Charles Betty, a district inspector for 12 years with a special brief for tackling educational disadvantage. He has known some of them since they were students on teaching practice.

"The first prerequisite is that they must be first-class primary practitioners with a proven track record," he explained. "But they must also have an identifiable specialism which people want."

Most consultants have more than five years' teaching experience and hold scale posts in subject areas at their own schools. But knowledge of a subject can be the deciding factor. "We had a dance and drama consultant who was a Scale 1 with only three years' teaching behind her," said Mr Betty "She was less experienced than a lot of staff, but she had some skills that most other teachers didn't have and she worked tremendously well with them."

Before moving to Nottinghamshire in the early 1970s, Mr Betty worked in London directing an educational priority project. His enthusiasm for the work with small schools is obvious: "The results are about the most exciting I've ever seen. The level of teacher involvement is outstanding."

He says the project has scotched the notion that curriculum development cannot go on in small schools. But there have been many other important side-effects and spin-offs. Mr Betty claims that for a relatively small investment – in 1982 Nottinghamshire awarded 1,000 extra teaching days – small schools have built strong and permanent links with each other, school-based in-service training has taken off and consultant teachers have received a major fillip to their own careers.

One of the first consultant teachers was Wendy Ramshaw who has seven years' teaching experience and a Scale 3 post for topic work at the Kingston junior school in Worksop. She was attached, initially for half a term, to five schools including the village primary at East Markham. (Following an evaluation of her work and others, it was decided that placements must be for a term at least and that four schools should be the maximum teaching load for a consultant).

East Markham has 90 children on roll, aged 5–11 with three teachers plus [illegible] and several visits to each of the five schools before term began and arranged to cover 10 topics, two in each school.

She said: "I thought teaching practice was hard but this was much harder". She would spend the day either leading a class or team teaching or working with children in groups. The lunch hour and time after school was spent with the staff concerned, evaluating the successes and failures of the day and planning follow-up work for the rest of the week. She also had children's work to mark and lessons to prepare for her return visit the following week.

Patricia Harvey at Besthorpe primary, whose head is Philip Emmerson (right)

Wendy Ramshaw learned to cope with a variety of circumstances: class-

Charles Betty, coordinator

rooms without sinks, schools with much lower capitation allowances than her own and with children across the [illegible] range."

"It gave me a wealth of experience and built up my knowledge of working with younger children. I found it had consolidated my teaching when I got back to my own class".

One of the main professional benefits was the experience of working alongside other teachers. "I learned a lot about dealing with adults as well as children. It was difficult and frustrating sometimes to put my view-point over without upsetting people."

George Sproston, head of East Markham who acted as coodinator to the federation of five, said an important factor in the success of project was Wendy Ramshaw's personality and ability to fit in and make changes in a short space of time.

Mrs Muriel Storer, an experienced classroom teacher with 8–10s, taught alongside Wendy Ramshaw on a project titled "Wood", which included a tree survey in Clumber Park and building a stockade in the classroom. "I was quite dubious because I had never done team teaching or worked with another adult in the classroom."

Despite her reservations she thought the experience was enlightening. "We worked at quite a pace because I wanted the children to have things to show her every time she came. I think I got as much out of it as the children did."

The network between the schools remains strong and they regularly organize joint school events and in-service days.

During Wendy Ramshaw's stay, an in-service course was set up and recognized with funding from county hall. Every fortnight staff held an evening meeting on topic work in their own schools.

Mr Sproston said: "The project was excellent. We got to know other colleagues and worked together. The addition of a single extra specialist teacher, even for one day a week, was extremely helpful."

At Besthorpe primary, where there are just 32 children aged 5–11, Mr Philip Emmerson, the head, feels that a fresh face is always welcome. "Some children live in isolated hamlets and outlying farms. Quite often the only time they meet adults outside their families is when they come to school."

Besthorpe is unusual in having had three consultants since the scheme began. The first specialized in education for the early years and the second covered environmental topic work. The latest, Mrs Patricia Harvey, was started after Christmas, is a language specialist with an interest in literature-based topic work. The notion of using a children's story as a springboard for teaching the whole primary curriculum is one which the English inspectorate at county hall is keen to promote.

At Besthorpe the entire school is currently steeped in the story of *Albert and the Green Bottle* – an adventure story which takes Albert across ocean to the frozen wastes of the Arctic. From the ceiling hang colourful swathes of fabric to give an impression of sailing ships and waves, and the young children are busy making three-dimensional fish to hang from the rafters.

Inspired by "Albert", the children have learned sea shanties (music), used their computer for coordinates and mapping (maths), studied famous explorers and the Arctic (history and geography), made compasses and done experiments with sinking and floating (science and technology).

"It's a very stimulating job for me going into a different school every day and seeing all their marvellous work. The teachers are very hard-working and keen to follow up my ideas. Then I turn up I can't believe what they've achieved," Mrs Harvey said.

Philip Emmerson said he believes the scheme was especially valuable because of its extremely practical nature. "It is very enjoyable and it's tremendously helpful when someone can come into school and say 'Look this is how I do it and this is how it can be done'."

He says the new closeness between neighbouring schools could lead to in future they service their own curriculum needs by exchanging staff. They have already embarked on curriculum guidelines.

Two other federations have made particular efforts to bring together peer groups of children for joint activities. At Gunthorpe School there has been joint activities in drama, and science and environmental studies. Mr Ken Jones, the head, said: "In a small school it is possible that there may be only one pupil in a year group. It is important for that pupil to meet others to test educational experience and as preparation for the larger secondary school environment."

Evaluation has been an important part of the experiment. Last year Miss Julie Baggaley, a primary teacher in a three-teacher school, was awarded a one-year teacher fellowship to Bishop Grosseteste where her thesis was on [illegible] out the challenges and opportunities of teaching in small schools. As part of that she visited many schools and talked to teacher consultants. The vast majority had "glowing reports" of the project.

"We tend to think that all schools are the same but of course they aren't and they find all sorts of different ways of doing things. If they're thinking of good practice tends to fall by the wayside and to think the consultants get so much from going into the schools as the schools get from them."

The next phase of the scheme is due to start in April when urban schools will be able to request this special kind of curriculum support.

Wendy Ramshaw seen at East Markham school, whose head is George Sproston (right)

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Staff should be held in higher esteem

by Sarah Bayliss

Primary teachers should be more highly regarded by the public and by the Government and their salaries should be increased, MPs were told this week by local authority leaders.

In evidence to the Commons Select Committee on Education, representatives from the Association of County Councils said their concern about the plight of primary teachers trapped on low salaries was a major reason for proposing a new career structure and pay reform.

Mr Philip Merridale, Conservative chairman of the ACC's education committee, said that around 100,000 out of 400,000 teachers were caught on low pay scales. Many of them were in primary schools.

Referring to the breakdown in talks with the teacher unions he said: "It is all the more tragic that those who lead them are denying them the right to get out of that position."

Mrs Josephine Farrington, opposition leader on the ACC's education committee, said there needed to be public recognition, backed by increased salaries, that the intellect and experience needed for teaching young children was at least equal to that needed for teaching sixth-formers.

Mr Martin Flannery, Labour MP for Sheffield Hillsborough, said he believed primary teacher morale was at its lowest ebb. Teachers were lingering on low pay, knowing they couldn't move on, however dedicated and effective they were. They lived in fear of being redeployed or made redundant.

Recently, he had visited schools in Surrey with other members of the Select Committee and he had been staggered by the comparison with the North of England. At one school in Surrey, MPs were told that the capitation allowance was doubled by a contribution from parents.

Mr Paul White, chairman of the education committee, disagreed that morale was low; he urged MPs to visit schools in Essex where morale was high and where there were "many exciting developments".

Sir William Van Straubenzee, Conservative MP for Wokingham and chairman of the Select Committee, said MPs were receiving conflicting reports about the desirable starting date for children entering school.

Sarah Bayliss reports on the Pre-School Playgroups Association's attempts to extricate itself from an unprecedented financial crisis.

Why the PPA cupboard is bare

The Pre-School Playgroups Association goes into its annual general meeting and conference at Lancaster University next month in an atmosphere of grave financial crisis.

The future of the association, which supports 14,000 playgroups around the country, depends on the membership of parents and playleaders approving emergency measures.

Last June, Mr Ray Pallot, PPA's finance officer, was sacked and the police were called in to investigate the association's finances. Papers were sent to the Director of Public Prosecutions and they are still under consideration.

In a statement sent to all members, the national executive committee says: "We now know that over some period of time the information provided to the association, on which financial decisions and planning have been based, has been inaccurate and misleading."

Accounts presented to the 1984 AGM indicated that PPA had financial reserves. But accounts for the six months ending March 31, 1984 showed there was overspending of £26,791 and that there were no reserves to meet this deficit.

PPA suffered another blow when its grant from the Department of Health and Social Security for 1984–85 was frozen at the previous year's level; the sum of £361,000 was not announced nor received until late June.

As a result of these combined circumstances a deficit of £20,000 is projected for the end of this financial year.

PPA endured a further set-back when HM Customs and Excise sent a bill for £57,857.53 for unpaid VAT. Unknown to the association's officers, VAT had not been paid and collected in the proper manner since 1978.

In response to the crisis, the association's work at national and regional levels has been cut back "to a point at which it is barely ticking over": national and regional committees have stopped all development work. Legal advice has been sought and the DHSS has been asked to consider a supplementary grant to offset the projected debt for 1984–85. Its officials are working closely with PPA to reorganize completely the association's financial management.

Mrs Sue Griffin, PPA chairman, told *The TES* that parents should not be panicked into thinking their own playgroup might close. "It is the association which supports them that is under threat. Of course, it is vitally important that we continue to exist and go on supporting them."

PPA was founded in 1961 and is registered as an educational charity. Its aim, as expressed in its constitution, is "to enhance the development and education of children under statutory school age by encouraging parents to understand and provide for the needs of their children through community groups." Since the 1970s there has been an increased emphasis on parental education and personal development.

PPA does not "run" playgroups – all members are independent and autonomous – but it offers training, advice and support through a national, regional, county and branch network. It employs 11 training and development officers in the English regions and altogether has around 35 staff.

In 1982–83 more than 40,000 people enrolled on around 2,500 training courses run by PPA. Some courses are designed for teenagers with an interest in child care and they are put on in schools. PPA has an increasing involvement with the young unemployed, offering placements in playgroups and some training.

PPA is one of the few organizations for under-fives and their families with a voice at national level. Thirty-four per cent of all three and four-year-olds attend playgroups and 82 per cent of all registered playgroups are members of PPA.

The association needs to raise £80,000 quickly but its executive does not think direct donations, a compulsory levy or a dramatic increase in the annual subscription would be effective.

Instead, the AGM will be asked to approve an emergency measure, switching the whole sum of annual subscriptions from the regional to national level for one year. The regional organization will be hard hit but the intention is to protect playgroups, many of which struggle to survive financially, from the brunt of the burden.

The PPA statement points out to members that it relies on government grants for well over half its income. It must maintain its financial credibility and show that it is taking steps to wipe out the deficit if the grants are to continue. The ability of the regional network to raise money from local authorities also depends on the credibility of PPA nationally and the knowledge of government backing.

The statement reads: "It would be tempting to try to cut services at national level even more. There would then be a danger of so weakening the network that it would be difficult to repair. In addition it would weaken our case for future revenue from the DHSS if we implied that it was possible to manage by reducing essential services for even one year.

"Since the NEC realized the full extent of the financial crisis it has spent many hours appraising the situation, looking at the possibilities and tentatively planning for the future. Despite the work and worry, your national executive committee remains confident that the strength of shared effort, which is an important feature of the whole playgroup movement, will enable the association to move forward positively."

Mrs. Griffin said: "Given the emergency measure we want to take and given the shared determination of many people that this organization is too important to let go, I am sure the future is a bright one because we shall be stronger once we have got through this."

Many playgroups are already struggling to survive financially.

Sue Griffin: no need for parents to panic

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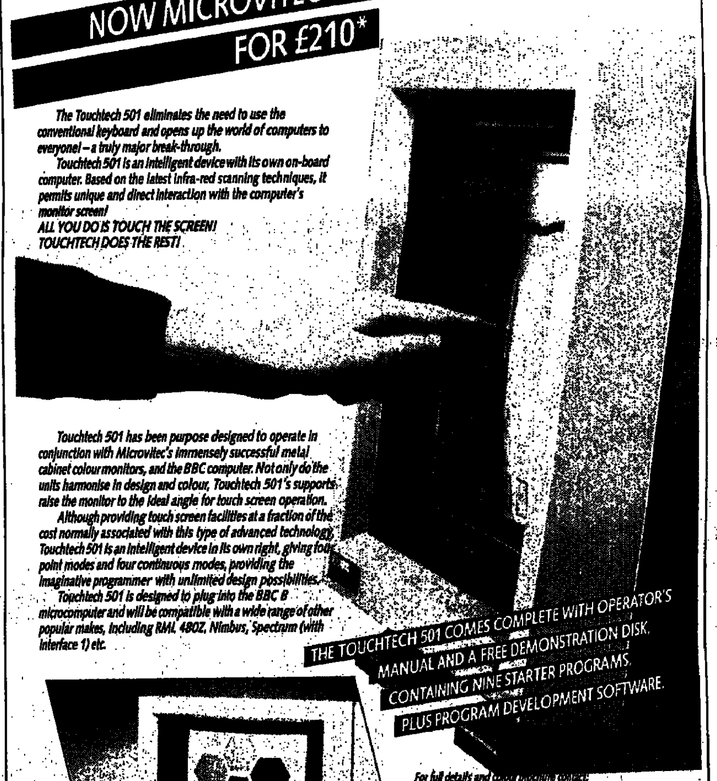

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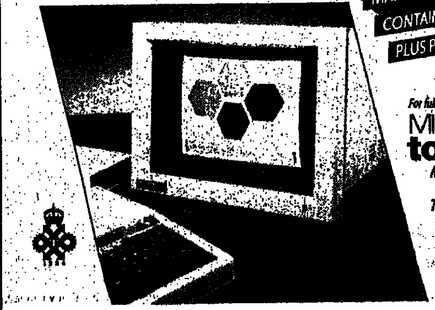

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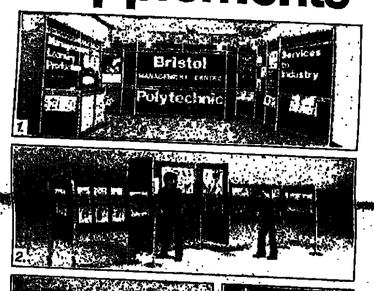

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Classroom co-ops beginning to pay generous dividends

by Richard Garner

Business life is flourishing in schools – if not in the world outside – according to the National Union of Teachers' 1985 careers guide.

Around 850 of the 5,000 secondary schools in England and Wales now have pupils operating mini-enterprises as a gateway to learning about being self-employed or running their own companies, says one of the contributors to the guide, Mr Tony Watts, director of the National Institute for Careers Education and Counselling.

Many schools have started their own mini-production companies – some of which actually become involved in buying and selling goods – under the School Curriculum Industry Project. And some are being sponsored by major business concerns such as the Abbey National and Shell.

One group of school-leavers in Surrey formed their own cooperative – called "Instant Muscle" – which provides odd-job men and women for gardening and carpentry work. This project has now been launched in other parts of the country.

However, Mr Watts warns: "In some ways, it is ironic that the concept of 'education for enterprise' should have attracted attention at a time of high unemployment. Taken in its narrow sense, it is in many respects much easier to set up 'enterprises' when the economy is buoyant.

Pupils at John Beddoes School, Presteigne, have been growing house plants for sale.

"Nonetheless, an important part of the concept's attraction is that it offers a creative response to the realities of high unemployment which we now face."

Most of the guide is given over to an assessment of the Technical and Vocational Education Initiative, with Mr Harry Dowson, NUT executive member from Sheffield, saying that schemes in some schools only cater for the very able while others cater for the lower ability range only.

"If the Government really believes in the aims of the TVEI, and is engaged in a cosmetic exercise it must accept the cost of such application," he adds.

However, Mr John Wardle, director of the TVEI unit at Manpower Services Commission argues that the object of TVEI is "widen and enrich the curriculum in a way that will help young people prepare for the world of work, and develop skills and interest, including creative abilities, that will help them lead a fuller life and to be able to contribute more to the life of the community".

"Whilst it is too early to make judgements about the results of the project, the response from teachers above all from the staff and pupils in the participating schools and colleges has been extremely encouraging," he says.

The NUT Guide to Careers is available from the Teacher Publishing Company, Derbyshire House, 14 Street, Kettering, Northants, NN16 8BB. Price £1.50p including postage and packing.

Regular use of schools outside hours is on the increase

by Geraldine Hackett

Greater use is being made of schools outside school hours and during school holidays, according to a survey carried out by the Department of Education and Science.

It shows an increase in the regular use of schools compared with the last survey in 1978-79.

Secondary schools are still more widely used than primary schools, mainly because they have specialist sports facilities. But primary schools are being used more regularly during term time.

Overall, 79 per cent of schools are used regularly during term time and 23 per cent during holidays, compared with 71 per cent in term time and 21 per cent in holidays five years ago. The survey looked at 10 per cent of primary schools and 20 per cent of secondary schools during the summer holiday and autumn term of 1983.

In primary schools the school hall is most in demand, whereas sports facilities are the most commonly used facility in secondary schools. Only 11 per cent of primary schools have specialist sports places, compared with 89 per cent of secondary schools.

During term time, school pupils and teachers are the most frequent users of schools out of hours. During holidays, secondary schools are used most frequently by organized groups.

Musical and other cultural groups are also regular users of schools. Secondary schools are used more often than primary schools, and within secondary schools, county schools are used more often than voluntary secondary schools.

Few geographical differences were detected by the survey. The differences among primary schools and between primary schools and secondary schools was linked to the number of facilities available in schools.

During term time, 75 per cent of primary schools are used regularly, compared with 99 per cent of secondary schools.

Schools were asked to identify those factors which limited out-of-hours use, and although only 11 per cent of primary schools and 32 per cent of secondary schools answered the question, primary schools mentioned "lack of storage space" and secondary schools listed most frequently "grassed playing fields already used to capacity".

Hire charges are invariably decided by local education authorities but in county secondary schools lettings are usually authorized by the headtencher. In voluntary schools, governors are more often responsible for authorizing lettings.

CEOs may join new trade union

Chief education officers and their deputies are to be balloted on whether they want to join a new trade union which will represent the top echelons of local government.

At present, about 1,100 CEOs and deputies are represented in separate fiefdoms by the Association of Chief Officers, a wing of the Society of Education Officers.

They are affiliated to the Federation of Managerial and Professional Officers' Unions – which is hoping to negotiate the pay of all senior local government personnel from the beginning of next year.

The FMPOU currently has 21,000 members and 26 seats on the Joint National Council for Chiefs and Deputies which negotiates the salaries of senior local government officers – but it needs full recognition on the national joint negotiating council, for all town hall white-collar workers, to the cherished prospect of the National and Local Government Officers' Association.

The AEO's advice to its members is that they should relinquish membership of NALGO – upon which the new AEO. If the new more militant FMPOU is set up, it could still represent upwards of 40,000 local government employees.

The ballot is being held in March and the results will be known later in the summer. Negotiations on the new pay claim – which has not yet been submitted and falls due on July 1 – will probably carry out under the existing arrangements.

1.5 million still in classes of 30 plus

Nearly 1.5 million children were still being taught in classes with more than 30 pupils last year, according to figures released by the Department of Education and Science.

Two-thirds of the children being taught in large classes were in primary schools, the figures show.

But there were twice as many secondary pupils in the largest classes with more than 40 pupils.

Numbers of children in schools by size of class (England, January 1984)

Number of pupils in class	30 or fewer pupils	31-35 pupils	36-40 pupils	Over 40 pupils	Total
Classes taught by one teacher					
Primary	2,606,829	799,447	87,388	7,747	3,501,411
Secondary	2,999,803	383,704	12,796	3,218	3,399,521
Classes taught by two or more					
Primary	72,606	34,606	18,051	46,044	171,307
Secondary	40,001	12,848	7,061	104,664	164,574
All classes					
Primary	2,679,837	831,083	105,419	53,791	3,672,718
Secondary	3,039,804	396,552	19,846	107,882	3,564,095

Mark Jackson looks at the many talents of Alun Gronow, poised to take up his post as the new secretary of the Association of Metropolitan Authorities

A demanding role in Burnham's drama

The former head of English at De Stafford county secondary in Caterham is a gifted amateur actor who has played Iago and Adolf Hitler. This week he appeared at London's Charing Cross hotel in a major supporting role in that long-running saga, the Burnham negotiations on teachers' pay.

The talented Mr Alun Gronow was not there to deploy his declamatory skills on behalf of his former colleagues. He has taken his seat with the employers, as befits the future top bureaucrat of the Association of Metropolitan Authorities.

At 53, Mr Gronow is about to succeed to the AMA secretaryship, the first education professional to become chief executive of either of the main local authority associations. It is unlikely that he would ever have got anywhere near the job if he hadn't literally talked his way out of the education service a few years ago.

The local authority associations do employ thoroughly experienced specialists to advise them on education service matters, but they give the top management jobs to finance men or administrators, whether from town hall or Whitehall. Alun Gronow probably has wider practical experience of the local education service than most people who work under him, but that has given him at best a few bonus points in his rapid climb to the top.

Ten years ago he was an assistant education officer for Surrey, where he was born and schooled, taught for 12 years, and served as a local inspector.

Hit by rapidly declining rolls, the authority faced the need to reduce its teacher force and to amalgamate or close schools. The local educational politicians knew that it would be unpopular with parents and the education department knew that there would be difficulty with the teachers. Both prepared to weather the approaching storm with bowed heads and civic fortitude.

But Alun Gronow, on what was then the lowest tier of the departmental hierarchy, could not bring himself to share this passivity. Responsible for the teacher branch, he was convinced that teachers were just as capable of

'He masters the facts and figures and grasps their significance quickly. But above all he's very direct and warm.'

grasping the realities as was County Hall, and that the samo was true of the parents and governors among whom he had spent his whole life. What was needed was for someone to explain the facts to them honestly.

There was another member of the staff who felt the same way – the deputy education officer, Ernest Tweddle. Together, they set out to explain to meetings of staff, governing bodies, and parents' groups all over the county why the proposed measures were unavoidable, and listened to their audiences' suggestions for softening the impact.

The campaign, says Mr Tweddle, still Surrey's deputy, was very successful, thanks to Alun Gronow's remarkable ability to create trust and understanding with his audiences.

Ernest Tweddle, although he had the same arguments at his finger tips, knew that he could never have persuaded the more hostile meetings to accept them.

Mr Gronow, he says, was not the most brilliant member of the department and nobody expected him to rise very fast in the education service. What he is, according to Mr Tweddle, is a gifted communicator and leader. "It's not just his way of speaking, though his acting experience obviously helps him there, and he does prepare his script meticulously beforehand. He masters the facts and figures and grasps their significance quickly. But above all, he's very direct and warm, and marvellous at establishing an understanding. He's not afraid to trust people, and they trust him. I'm delighted that he's got the job."

Alun Gronow himself suspected that his particular talents were unlikely to flourish fully within the confines of a suburban education department. His chance to appear on a bigger stage came in 1978 with a job at LACSAB, the central agency which advises local authorities on personnel and pay matters and serves the Burnham employers' panel. He had become head of the department which deals with education staff by the time he left for the Association of Metropolitan Authorities three years later.

At LACSAB, Alun Gronow had demonstrated outstanding aptitude for staff negotiation at a national level and, more important, for the rather esoteric craft of securing consensus action by local government politicians who are happier denouncing each other.

But his defined area had still been the education service; and the significance of his move to the AMA was that it unshackled him from that specialism.

'Those of us working at the higher levels of local government should keep our feet on the ground'

He went there as the under secretary for manpower, with responsibilities that stretched across the whole field of local government industrial relations. Two years later he was the association's deputy secretary, and able to start applying to the AMA's own 60-odd staff the open and collaborative management style that had impressed Ernest Tweddle earlier. He sees no reason why they should stop using his Christian name now.

Sir Ashley Bramall, the former ILEA leader, with whom he had worked closely for a time, commends Alun Gronow's professionalism and objectivity, and his ability to get people together.

For his part, Alun Gronow reveres Sir Ashley's intellect and the breadth of his knowledge; but confesses that he gets along better with the more extrovert politicians like Mrs Nicky Harrison, education committee chairman.

Sir Ashley particularly appreciates Alun Gronow's loyalty to the Labour-controlled association's policies because he assumes that, with his Surrey background, he is a strong Tory.

Curiously enough, Ernest Tweddle and others in the Surrey department had always believed him to be somewhere on the Left. Alun Gronow is very pleased that neither side feels it can claim him as its own.

He says that political activity plays no part in his private life; but that community activity certainly does. "I think it important that those of us who work at the higher levels of local government should keep our feet on the ground and the best way of doing that is to be very much an active part of your own community," he says.

Being part of the community has meant, until recently, coaching at an athletics club near his Woking home as well as acting in amateur dramatics: it is a combination of interests that goes back to his London University days, when he sprinted for the university in between rehearsals.

While there's a slot for him in Burnham, Alun Gronow will fill it, trying to ensure that his presence doesn't inhibit the men from the local authority association education departments. He would like the seat to disappear along with the whole time-consuming apparatus of Burnham, which he says is far less effective than the systems used for local authority negotiations with other professional groups.

Meanwhile, he does not conceal his impatience with the heavy-handed tactics which the Association of County Councils has used in the current dispute.

Alun Gronow is certainly unlikely to be led into disparaging remarks about teachers. Always care more about the people than the dispute, he says: they'll still be around when its over.

Alun Gronow: no claims from either side.

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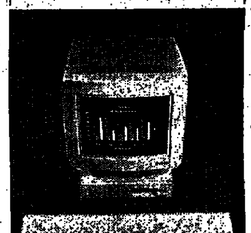

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Action and adventure top the reading list

by Jane Pickard

Children want more fiction in their school libraries – with Enid Blyton top of the list, according to a survey of reading habits.

The survey, of 332 top junior pupils and 305 third year secondary pupils in Rochdale, was part of an area inspection of school library provision by Her Majesty's Inspectorate.

Results of questionnaires showed that children prefer reading to themselves to reading aloud, don't like poetry and want more advice on what to read.

Asked to complete the statement: "I wish that books . . .", three secondary pupils wrote: ". . . had never been invented."

But comments on poetry range from "boring", "rubbish" and "silly", to "more for girls" and "there's nothing to learn from it".

In only one school surveyed, a primary, was poetry popular, with 79 per cent of girls and 50 per cent of boys declaring enthusiasm.

Asked what they wanted out of books, most pupils wished they were more exciting, interesting and adventurous, with the biggest demand among secondary pupils for more illustrations.

Pupils disliked books that were long, thick and boring. But they liked sport-related books – with boys opting mainly for football and girls for horses – and expressed an overwhelming wish for more fiction.

Enid Blyton was the most frequently mentioned author – one girl explaining "because there's always something going on" – with other references to a range of authors from Roald Dahl to Jules Verne.

Secondary pupils had what the Inspectors found a surprising interest in [illegible] more horror books.

The best comment probably came from 18 primary pupils, who when asked to complete the sentence "I wish there were more books about . . ." regarded the statement as complete – and agreed.

Inspectors, who also visited libraries at the 13 schools in the Heywood township, urged all schools to consider framing library policies as part of the broader curriculum.

They also suggest that the local authority reviews the wide range of expenditure on books. The percentage of capitation spent on library books went from nothing to 15 per cent in 1982/83 in the primary schools visited, and the number of books per pupil from 6 to 26 – although the school spending nothing was one with the second highest number of books.

Inspectors also say there is a need for half the schools to match the high standards set in others, where children could browse and read quietly in attractive and comfortable settings.

But they say all schools are making encouraging efforts to develop their staff libraries and commendable efforts to supply non-book materials.

More work to tackle the problems of low-ability pupils is urged in a report on **Fitzalan Comprehensive School in Cardiff.**

The school was the first comprehensive to be opened in the city, and faced a number of problems, the report said. These included the site – which was on the edge of its catchment area with three separate buildings – and the wide range of abilities and cultural differences among pupils.

Inspectors say it is to the school's credit that it meets the needs of most pupils and has gained and kept the support of the community. But remedial classes, work with slow-learners and a unit for pupils with moderate learning difficulty came in for some criticism.

Inspectors said early consideration should be given to integrating the pupils with moderate learning difficulty more fully into the school curriculum. Schemes of work were not sufficiently detailed and records did not provide a suitable assessment to enable the planning of individual programmes.

These pupils were also suffering a degree of restriction of experience and opportunity which was difficult to justify, although they were well supported and sensitively treated.

For remedial pupils, the appropriateness of some of the topics was "questionable", with, for example, a chronological approach to history, without local or Welsh references.

There were inadequate opportunities for language development and creative writing. For slow learners, concepts introduced in some subjects were too difficult or the pace of work too fast.

Inspectors found it "disappointing" that a more comprehensive and cohesive strategy had not been devised for children with learning difficulties, although there was much goodwill by staff towards pupils.

Among other criticisms, the Inspectors pick out the segregation of careers lessons by sex and the overlap in staff management roles.

Good points include the close cooperation with feeder primary schools, the "air of good order and security" which pervades the school – helped by efficient organization of the three deputy heads to oversee the three sections of the school – and the positive leadership of the head.

However, at another comprehensive school in West Sussex it was the pupils of average ability who produced less satisfactory work.

During a short inspection of **Angmering School**, these pupils were said to be less well motivated and an undercurrent of noise was noted in a significant number of lessons.

Inspectors said much depended on the expectations of individual teachers, and pupils responded well to a firm, business-like approach.

But able teachers achieved satisfactory and sometimes good standards of work while the least able gave of their best.

The school also had the Lavinia Norfolk Unit for Physically Handicapped and Hearing Impaired pupils attached to the main building and a "commendably high level of integration" took place between the two.

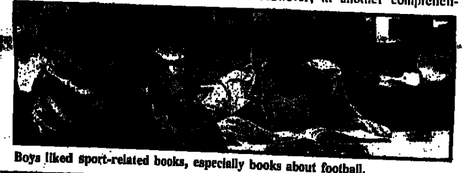
Levels of achievement were also said to be uneven at **Counthill Comprehensive in Oldham.**

Inspectors acknowledge the problems of the school, which is categorized as social priority and about half of whose pupils are from economically disadvantaged families.

It also has a split site, resulting from its origins as two schools – a grammar and secondary modern. The first year are in the old secondary modern building and Inspectors believe that this leads to insufficient liaison in some subjects between teachers of the first year and main school departments.

But they say the effectiveness of the pastoral system needs to be reflected in academic life. They suggest a reappraisal of teaching methods, to match learning experiences of the children to their "undoubted potential".

Expectations and challenges needed to be raised, particularly for the more and least able. They note that a great deal of the teaching is directed towards the whole class, leading to a focus on pupils of average ability, with "serious implications for those who are at the extremes of the learning spectrum".



Boys liked sport-related books, especially books about football.

HMI reports

HMI reports are available free of charge from the Department of Education and Science, Publications Despatch Centre, Honeypot Lane, Stanmore, Middlesex HA7 1AZ. Also available from L.e.a.s.

Computer advisers get group

by Virginia Makins

A national association for local authority computer advisers was formed this week at a conference in Malvern.

Opening the conference, Mr Tim Bacon, Derbyshire's adviser for computers in education, said that there was an urgent national need for the computer advisers to talk and work together.

They had vast in-service training responsibilities, and were concerned with all stages of education from 5-16, and with all curriculum subjects.

It rapidly became apparent that there was plenty to talk about. Over talks on the future of computer-aided approaches to in-service training, ways of promoting the use of information technology across the secondary curriculum, and the cost of producing good software, revealed many differences and difficulties.

One important question was how education could keep up with the technology after the end of the latest wave of capital investment, which had bought rapidly dating equipment and had just begun to reveal some of its possibilities.

The government Microelectronics Education Programme is due to end in March 1986, and the advisers spent some time discussing what should take place it.

There seemed general agreement that MEP in its present form was not appropriate for the next stage of development. But a national support agency, staffed with people of appropriate educational expertise and with national funds to distribute, was still essential.

The agency should promote curriculum and software development, disseminate high quality software at affordable prices for schools, and prevent duplication of effort. There was also an urgent need for a national information centre for local authorities.

The chairman of the new Association of Advisers for Computer Education is Mr Bryan Weaver of the Inner London Education Authority.

Virginia Makins reports on the internal strife and external pressures that are forcing an innovative comprehensive to change its course.

The pioneer that began to lose its way

Built to last? Countesthorpe is under increased strain as a result of falling rolls.

The principal of Countesthorpe College, Leicestershire's best-known "progressive" secondary school, has suspended its ultra-democratic system of management.

Mr Chris Evans believes the system of "participatory democracy", where all staff, and sometimes students and parents, could take part in the school's management, has proved incapable of taking necessary decisions about curriculum and resources.

Countesthorpe, a 14 to 18 upper school, opened in 1970 with the explicit aim of rethinking "the total process of learning within a school". In its first five years it evolved new frameworks for management and teaching.

All management decisions which normally fall to the head and senior staff were taken by rotating committees in which all staff took part.

On the curriculum side, Countesthorpe evolved a system of team teaching, or "minischools", which organized the work of students on a negotiated and individual basis. Teaching was shared between the "team", and some independent specialist departments, and increasingly, specialist teachers in subjects like art and science came into the teams.

The idea was that students should work with teachers who knew them very well, and could organize a much more coherent programme and better support than could be achieved by a system based on subject departments.

The school survived a great deal of political opposition and some parental anxiety in its early years, and gained wide recognition as a successful "progressive" school. This year it was one of the winners of the School Curriculum Award.

But by September 1983 the principal and some teachers felt that the organization set up in the early 1970s needed to change to meet the new pressures of the 1980s.

With falling rolls beginning to affect the area, the strains on the school are increasing. It does not help that the school is always in the public eye: the smallest incident can be blown up into headlines.

Each year about 80 parents who live in the catchment area now opt to send their children elsewhere. About 20 a year come in from outside the area. Teachers believe that it's the more academic families who reject the school.

More seriously, the school's exam results have been very patchy, and appeared last year to be getting worse. The school's best subjects are English and social studies, where well over the national average of leavers continue to get good qualifications.

In the summer of 1983 16 per cent of fifth-years gained five or more O levels at grades A to C, or CSE grade 1. Last summer the figure was 11 per cent. In both years about 19 per cent of all leavers gained five or more O levels.

Last summer 19 per cent of fifth-years gained a mathematics O level: this summer it was 14 per cent. Teachers agree that too few students opt for sciences, and far too few for modern languages.

Mr Evans believes that Countesthorpe has "extraordinary potential", some of which it now realizes, and is better placed than most schools to find new ways of providing a balanced curriculum for 14 to 18-year-olds. But he argues that the school's management method has failed to deliver the necessary changes and decisions.

The management difficulties were exacerbated when decisions were needed on teacher redeployments to meet cuts and falling rolls.

Many Countesthorpe teachers have had difficulty reconciling their trade union and management roles and this problem came to a head last year when the NUT members (virtually the whole staff) refused to take part in the discussions on where cuts should fall, and where the curriculum would be protected or developed.

One teacher last week said that 50 per cent of the present problems stemmed from the decisions of powerful union members, while the remainder had been caused by staff apathy and failure to tackle urgent curriculum questions.

Mr Evans believes that when it comes to small-scale discussions about curriculum, Countesthorpe teachers are outstanding. But once matters come to the level of general policy decisions, rhetoric and endless talk about processes take over from hard curriculum questions.

Teachers say that the rhetoric – or slanging – can get rather unpleasant at times, with some groups of staff branding people who propose compromise as "management lackeys".

After a series of "moots" – the policy-making forum of the school – early this year, a new management structure was voted in. There would be an "open forum" for general discussion of issues, but also a "liaison committee", with members nominated by teams and subject areas, to bring more continuity and accountability into the management of the school.

The final moot voted in this system – but three of the seven teams refused to nominate a permanent representative to the new committee, saying they would share representation between them.

Mr Evans has rejected any idea of representatives from the teams, believing that a permanent committee, prepared to take responsibility for consistent policy-making and accountability, is essential.

He has also rejected a compromise proposal by a teacher, Mr Bob Evans, that there should be a permanent liaison committee – but that any member of staff should have the right to turn up and vote.

The principal believes that would, once again, lay the way open to unproductive lobbying and rhetoric and that the school cannot risk another year of indecision.

'The school's supporters fear that its opponents in both the Conservative and Labour parties will finally get their way and put the school into a traditional mould'

Mr Chris Evans faces considerable hostility from many staff, who believe he is refusing to work for compromise and consensus and imposing decisions which are unlikely to solve the school's problems.

The temperature has also been raised by an incident earlier this year when striking miners were invited in to talk to students, and Mr Evans stopped the meeting at very short notice. The local authority has held an informal inquiry into the incident.

Mr Evans also angered staff, who normally decide on the allocation of scale points in the school by committee, when he advertised two jobs as "up to Scale 3" without the agreement of the staff.

Some of these issues may be resolved at a governors' meeting on Monday. So far, Countesthorpe's governors have been remarkably resolute in supporting the unconventional management of the school. But both they and the local authority seem to feel that the management system now needs some revision, and that the school must have some kind of middle management.

"We want to retain and extend the best of what Countesthorpe offers, and it may need a more extended management structure to do it", said Mrs Jennifer Wisker, Leicestershire's deputy director of education.

"The kind of line management that might help another school may not be appropriate – but something is needed to take the school into the 1980s and 90s, and meet all the complex pressures on principals and schools."

With all the turmoil, Countesthorpe is still innovating and developing. The school decided to go for a Technical and Vocational Education Initiative grant, and it is being fitted into the students' negotiated programmes in interesting ways. A new integrated science 16-plus is being developed, and a new art centre for the school and community has opened.

But unless a new structure can be found to circumvent all the rhetoric and plan for steady progress, the school's supporters in Leicestershire fear that its opponents in both the Conservative and Labour parties will finally get their way and put the school into a traditional mould.

"It's the last chance for Countesthorpe", said an experienced Leicestershire official. "Unless Chris Evans is backed up so the school can raise its standards in an innovating context, it will be the end of the road for that very fine experiment."

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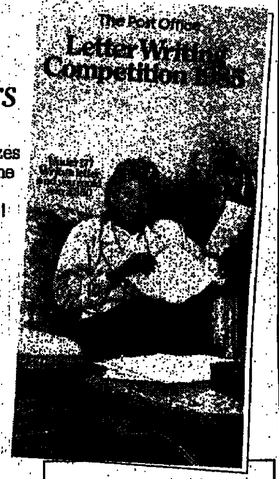

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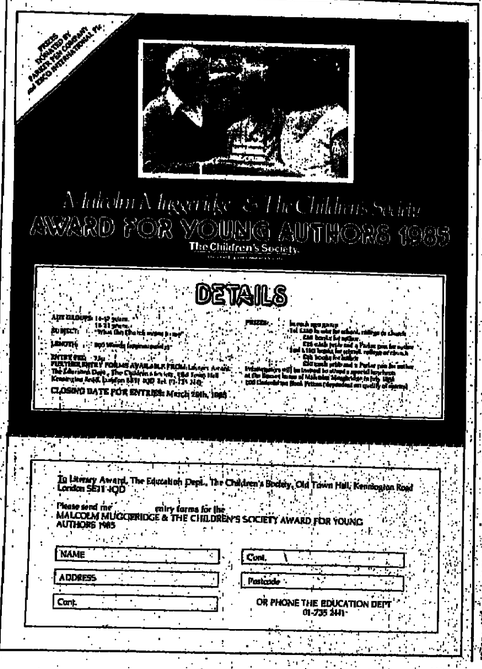

More special training call

All teacher training should include at least an introduction to the teaching of children with special needs, according to the National Confederation of Parent-Teacher Associations.

In its response to the Department of Education and Science paper, *The Organization and Content of the Curriculum for Special Schools*, the NCPTA says that the identification of children with special needs should be an important feature of teacher training courses.

It suggests that teachers in special schools should have relevant qualifications as well as experience of teaching in mainstream schools. Teachers in both fields should have the chance to meet regularly and exchange ideas.

Mainstream schools must have extra units and classes to provide for children who need extra support.

Clean sweep

Mr Richard Rieser has lost the general secretaryship of the 13,500-strong Inner London branch of the National Union of Teachers – two years after winning control of the union's largest branch.

The election results show a clean sweep for candidates supported by the Socialist Teachers' Alliance, a left-wing group largely controlled by Labour Party members, against the ultra-left Rank and File '83 candidates.

The new general secretary will be Mr Mike Loosley, from Southwark, who polled 1,431 votes against Mr Rieser's 1,304 in a 20 per cent poll. Ms Jane Shallice, deputy head at Holland Park school, becomes vice-president.

Pensions top agenda

by Richard Garner

Teachers have voted to give top priority to discussing their pensions, according to a ballot of National Union of Teachers' branches held to fix the agenda for the union's annual conference in Scarborough at Easter.

A majority of teachers cast their votes in favour of placing a motion calling for a national premature retirement scheme for all teachers above 55 and opposition to any government move to end index-linking of pensions or increase contributions first on the final agenda.

A motion calling on the conference to support local authorities who refuse to comply with government rate-capping legislation with action "up to and including strike action" has been voted into second place.

Pay – which was voted into first place last year – makes an appearance in third place with a motion rejecting teacher assessment linked to rewarding the profession's salary structure.

The motion also calls on the union to support strike action if Sir Keith Joseph, Education Secretary, proceeds with proposals "to manage down teaching force by reducing to-scale posts through dismissals and coercion of remaining teachers through appraisals".

Disarmament – given high priority for the past three years and top place three years ago – has been voted down to eighth place, while racism is in eleventh place.

Spending switch 'unfair'

A plan to remove adult education in Birmingham from the jurisdiction of the education service and give it to the leisure department could create "super" and "Cinderella" schools in the city, it was claimed last week.

Mrs Ann Baker, the incoming president of the Birmingham association of the National Union of Teachers, told the union's annual meeting that the plan – designed to boost community use of leisure facilities – could identify between 18 and 23 schools for capital investment projects to enable them to become more frequently used.

"Since leisure services appear to have these sums of money but the education service does not, we must ask ourselves the question 'What happens to those schools not identified as super schools in the plan?'," she added.

"We have had over the past few years a marked deterioration in the fabric of school buildings. Bids to improve the standards of the new rooms in many of our primary schools were shelved because of lack of funds. Toilet and hand-washing facilities in some of our schools belong to the England of Dickens.

"Are those schools, not in the few, to be the Cinderellas of educational provision into the foreseeable future?"

An undertaking is understood to have been given that the pay and conditions of staff involved in the transfer will be protected.

The plan was first mooted by the city council's performance review committee – and £200,000 was earmarked to be switched from education to leisure to fund the scheme.

Clwyd clashes with MSC over success of scheme

A local authority is in difficulty with the Manpower Services Commission because it has been too successful in extending the Technical and Vocational Education Initiative throughout its schools.

Commission officials are insisting that the money they provide should be spent only on the limited number of pupils officially participating in the pilot programme.

Clwyd, one of the handful of authorities which has been in the programme from its start two years ago, has won commendation from MSC chiefs and educationists for its wholehearted and imaginative TVEI operations.

In one school the head started out with four out of every five of his fourth year on the TVEI curriculum, instead of the one in five the MSC specified. This year the whole of the fourth year has chosen TVEI, with more pupils than ever aiming at O and A levels and the higher ability pupils planning to enter for more subjects than they would otherwise have tried.

At the same time the authority is extending the TVEI programme from the five schools funded by the MSC to the rest of its 16 secondaries.

Clwyd is providing the money for the additional schools to operate the new curriculum but expected the schools already in the programme to provide for their extra "unofficial" TVEI pupils out of the generous funding they get from the MSC.

But the MSC now says that the money it is providing must all be spent on the 250 pupils at the five schools specified in their contract with the authority. And it is sending in its own inspection teams to make sure that is done.

Mr Adrian Farlam, the county's TVEI coordinator, says that the additional schools being funded by the authority are only getting in the first ... each of the MSC-funded schools received last year. So while the schools officially in the programme can afford two extra teachers and a full time technician each, the others have to make do with one full time teacher and half the services of a technician.

The Commission's officials are happy to allow all the pupils in the official TVEI schools to use equipment paid for out of MSC money, but insist that ... should not be taught by the TVEI staff.

It means, says Mr Farlam, that there are some classes – mainly in high technology – that the pupils not on the MSC's list cannot attend. He says: "It seems a rather curious policy, since the MSC has been so enthusiastic about what we are doing and in particular the fact that we are getting the whole ability range.

"That is of crucial importance because it dispels the widespread fears in education that the TVEI will be a programme limited to those outside an academic elite, and therefore highly divisive."

But the MSC's actions, he says, are even more puzzling in the light of the Government's declared TVEI strategy, which is to use the pilot projects to persuade the authorities to introduce TVEI-type courses in all their schools.

In focus: a pupil at Emrys-ap-Iwan school, Abergele who is on the TVEI media studies module.

Agency offers £10 YTS recruitment bonus

A private training agency has been offering a bounty to trainees to persuade their friends to enlist in its Youth Training Scheme. The Manpower Services Commission did not know about the offer, although one of its former officials heads the agency concerned.

The agency, Cosma Management Centre Limited, manages trainees who are placed with hi-fi and computer stores throughout Britain. They include some of the biggest retail chains in this field.

Their method of recruiting came to light after a copy of a duplicated letter on their headed paper which was circulating among YTS trainees at a Lothian college came into the hands of *The TES* Scotland.

The letter, signed by a Mr David Kirk, who is one of the firm's executives, is headed "Winter Bonus" and says that some trainees have already taken advantage of the £10 bonus being offered to those who introduce a friend and adds that it will continue to include any trainee who starts before April 1.

"If you have a friend who is interested in any of our schemes just call Oxford 241070 and leave the rest to us. Your friend has to last on their scheme at least one month and then we pay you £10."

The letter contains a number of grammatical and punctuation errors. The Oxford number appears at the head of the letter under the company's name and a statement that it was formerly the Oxford International Business school.

But the heading also lists its "youth training division" at a former stately home, Croome Court near Worcester. The agency's chief executive, Mr David Sugar, says that the house and its 37-acre estate are used to provide a total of eight weeks residential training in two-week blocks for the trainees, who also get off-the-job instruction in the localities where they are doing their work placement.

Nine full-time tutors are employed there, he says, and another five regional staff carry out the local training. Some of them, he says, are the agency's former YTS trainees.

They were spotted as "a cut above the rest" and taken on to monitor their successors and to help in the training. The rest of the regional staff were "personnel people, mainly from the sales management side". Trainees, in addition to the set training at the centre, are given a wide choice as to how to spend the rest of their off-the-job training, including do-it-yourself projects.

Cosma was originally set up to provide specialized management training in the software field explains Mr Sugar but is now concentrating mainly on the YTS. And in order to break even on its operation, it needs to have around 900 trainees. "We are operating on a deficit, like many other YTS agencies, because of our belief that the scheme will grow to the point where we are able to make a profit."

Because it is so vital to reach its target numbers, says Mr Sugar, the firm's executives have spent a great deal of time trying to work out ways of getting to potential recruits. "It seemed a good idea, but it has proved in only three so far," he said. He is under the impression that the offer ended this month. He could not understand why the letter was circulating in college, since it had been sent only to Cosma's own trainees.

Mr Sugar said that he had joined the company in November from the MSC's Large Companies Unit, where he was a senior training advisor helping to vet and monitor agencies such as the one he was now working for. The LCU deals with organizations running schemes nationally, who are not controlled by the area manpower boards which approve the bulk of YTS schemes.

Mr Sugar had not consulted his former colleagues over the bounty offer because he thought it was an only legitimate means of recruiting. There could hardly be a question of unfair competition for trainees, as practically all the managing agents were subsidizing their places in some way.

An MSC official said that the Unit had not heard about the bonus offer but would check now to make sure that their contract with Cosma was not being infringed. It appeared unlikely since they left it to managing agents to advertise for trainees in whatever way they thought fit.

Edited by Mark Jackson

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NEWS

Ulster teachers seek tougher line on expelled pupils

by Carmel McQuaid

Teachers in controlled (state) schools in Northern Ireland are urging the Department of Education to remove their "discriminatory obligation" to accept pupils expelled from voluntary grammar and maintained (Catholic) schools.

They argue that this imposition leaves controlled schools a dumping ground for disruptive and indisciplined pupils from other sectors and provides an easy loophole for head teachers in these sectors to get rid of troublemakers.

The teachers are now demanding that the legal compulsion controlled schools that have to accept expelled pupils be relaxed and that they be given the same right to refuse to cater for such children as the maintained and voluntary grammar schools have to expel them – even though this would require an amendment in their 1972 Education and Library (Northern Ireland) Order.

The maintained and voluntary grammar schools, being their own managers, have always had the right to expel and the education boards, with a statutory obligation to provide education for all, have had no option but to admit such pupils to their own, ie controlled, schools – where the right to expel rests solely with them.

A letter has now been sent to the Department of Education by the Ulster Teachers Union (UTU), insisting on an immediate ruling that children expelled from other sectors be given alternative education within that sector.

"Voluntary schools are a law unto themselves. It appears to us unjust that such schools can wash their hands of disruptive pupils and the law obliges the principal teachers of controlled schools to accept them," says Mr Dave Allen, UTU secretary.

In the past UTU members, with the cooperation of other unions, have blatantly flouted the law and refused to teach disruptive pupils expelled from other sectors – even though this puts them in breach of contract. "We have had to do this on a few occasions but such occasions would appear to be increasing". Mr Allen says.

It has now been suggested that the Departments set up special facilities within each sector to cope with pupils who refuse to conform to normal classroom routine, and that these should be given additional finance.

"It would be an intolerable situation if school authorities had to find such resources from an already restricted budget, indeed to do so may only impose a penalty on the overwhelming majority of well-disciplined pupils," the UTU says in its letter.

The southern education and library board has also entered the fray. A committee member Mr Hilditch Wilson, a department head in Newry High School, seeking an assurance that headteachers would have a say in which children could be placed in their schools.

During a discussion on the proposed rules proposed by the Department for the expulsion and suspension of pupils, the board decided to ask the Department for clarification on the provision for suitable education for expelled pupils.

Another group, the National Association of Schoolmasters and Union of Women Teachers, has pointed out that the controversy could be ended by special units for disruptive pupils, similar to the 239 operating in England, were set up.

This union, however, accepts that in some cases a change to another school can provide a new beginning where the pupil settles down and behaves normally.

NEWS

Project aims to make writing more popular

by Susannah Kirkman

The School Curriculum Development Committee has launched a national writing project to extend the range of writing in schools.

The three-year programme will look at writing throughout the curriculum and from all age groups to encourage continuity and a variety of styles. Studies by the Assessment of Performance Unit have shown that, while pupils value writing as part of English, they do not pay the same attention to style in other subjects.

The committee hopes schools will consider ways of applying computer technology to the development of writing skills, as well as using the local community as a resource for writing. The project will also foster links with industry and commerce to gear writing to the world of employment.

But the main focus is on teachers of all subjects developing their own local initiatives, which the SCDC will then disseminate. The model for the scheme is a San Francisco "writing as learning" project which started 10 years ago as a workshop for a few interested teachers, and has now become a Federal plan, with groups all over the United States.

"The project should be popular and populist, responding to teachers' needs," Mr Keith Kirby, an SCDC officer, explained.

The SCDC ultimately aims to establish a network of teachers' groups throughout the country so that successful schemes can be widely applied.

Between 10 and 20 education authorities are expected to become involved with the project initially.

Right to time off reversed

An employment appeals tribunal has ruled that the Association of Polytechnic Teachers should not have the right for its health and safety representative to be granted time off, at a polytechnic where a third of the staff belong to the union.

In reaching its decision, the tribunal reversed the findings of an earlier industrial tribunal which had stated that the APT had the right to appoint a health and safety representative at Teesside Polytechnic, who would be granted time off for his duties.

The APT plans to take the case, against Cleveland County Council, to the Court of Appeal. It is expected to be heard later this month.

The tribunal upheld the fact that APT was recognized for the purpose of negotiations at the polytechnic, but ruled this did not allow them to have time off for a safety representative as well.

It pointed out that Cleveland County Council had refused to grant APT recoggition for "collective bargaining" throughout the authority on three occasions.

Dr Tony Pointon, national secretary of the APT, said the decision was "anti trade-union" and put the law of Health and Safety at Work back to the days when industrial anarchy and militant tactics were the only routes to recognition.

Dr Tony Pointon, national secretary of the APT, said the decision was "anti trade-union" and put the law of Health and Safety at Work back to the days when industrial anarchy and militant tactics were the only routes to recognition.

'Check labs' warning on explosives

Schools throughout Britain have been warned to check chemistry laboratories following the discovery of a powerful explosive at a number of schools in Sheffield.

The alert was raised by South Yorkshire County Council's hazardous chemical collection team which is concerned that stores of picric acid, said to be explosive than TNT in its dry unstable state, could be lying forgotten in store cupboards.

Picric acid is a poisonous yellow crystalline, bitter acid used in dyes and was used in schools for organic chemistry preparations. The acid is also used in industry, particularly in the Sheffield area, for etching steel.

Army bomb disposal teams have already destroyed cases of the chemical – used originally in industrial processors – discovered in schools and industrial premises in South Yorkshire.

At one school the chemical was found to be so unstable that disposal experts refused to transport it by road. They later destroyed it with explosives in school playing fields.

Mr. Ken Willers, who controls the hazardous chemical collection service, warned: "Picric acid is being found at numerous schools and industrial premises in South Yorkshire. We are concerned that this could be a problem of national proportion and we urge everyone holding stocks of chemicals to be on the lookout".

£72,000 grant

The United Kingdom Council for Overseas Student Affairs (UKCOSA) which gives information and advice to overseas students and the institutions they attend, is to receive regular Government funding. It will get a grant of £72,000 in 1985–86.

Books cut prompts fear of Soviet infiltration

by Richard Garner

Cuts in the British Council's budget this year for sending books overseas, has prompted fears that this could present the Soviet Union with a propaganda opportunity.

Council leaders have just agreed £1.1 million worth of cuts – brought about because of a reduction in government aid to its projects for 1985–86. This year's budget is now £83.9 million – amounting to a total cut of 22 per cent since 1979.

The immediate impact of the decision is that a new British Council office due to be opened in Shanghai will be postponed, the office in Oporto will be closed, as will an English language institute in Venezuela. The number of books sent overseas will be reduced.

However, council officials fear the reduction in books sent overseas could open up huge markets for the Soviet Union – which has already flooded India with cheap English language books.

A spokesman said: "The cut cannot be good for Britain overseas. For instance, China is looking to the West for help with its vast modernization programme. We have 300 Chinese students in Britain and there are 15,000 in the United States. Who is likely to get China's increased student intake as a result of the cuts?

"Also, the books cut makes it more difficult for the Council to meet the increasing demand for the English language and British books abroad".

Cuts already made have forced the Council to close 10 regional offices in the United Kingdom and withdraw representation from six countries – Afghanistan, Argentina, Iran, Malta, Mauritius and Costa Rica. Any further cuts will lead to more closures.

Institute principal dies

Dr Ron South, CBE, principal of the City Literary Institute, London, until last year, has died at home following a short illness. Dr South, who was shortly to retire, entered teaching in inner London in 1952 and had been the institute's principal since 1968. He leaves a wife and three children.

Lord Whitelaw inspected works by Graham Sutherland, Picasso, Stubbs and Turner in the Goldsmiths' College Art Gallery last week. He also visited the George Wood Theatre where drama students were preparing for their final BA examinations and saw ceramics teachers engaged in improving their specialist techniques in the college's newly extended and re-equipped pottery.

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No snakes but more ladders in new game rules

Corruption and patronage has been replaced by a system of assessment for deciding promotion appointments in Mexican schools. As teachers in the United Kingdom grapple with the prospect of annual appraisal, John Farrand reports on how it works in one area.

A new system of teacher assessment has been introduced in Mexico which seems to have done much to raise teacher morale and restore faith in the system.

Most teachers belong to the SNTE *(Sindicato Nacional de Trabajadores de la Educatión)* – although in one of the constituent states, the State of Mexico (Estado de México), another union SMSEM *(Sindicato de Maestros al Servicio del Estado de México)* represents all education employees.

Under its governor, Alfredo del Mazo, and with the approval of SMSEM, the State of Mexico introduced last May a new system of promotion for those who work within the teaching profession, involving clearly defined criteria for each step up the ladder, and a system of points to determine who gets appointed.

Until then, the teaching profession had operated on the same basis as all other parts of Mexico, on patronage and perks, with all that that implies in the way of corruption and inefficiency.

One extreme case was that of a caretaker who became deputy head of a secondary school overnight – for no better reason than that he was related to the Director General of Education – with disastrous consequences for the working of the school to which he was appointed.

Now the State of Mexico has only 25 different posts within its teaching structure. Each post carries its appropriate salary on the overall scale; there is not a separate scale for each post, as operates under Burnham, and the size and social characteristics of the pupil intake now make no difference to the amount of salary received. A small extra allowance for teachers who work in rural areas of the State has been negotiated, however.

To be given work at the most elementary levels, a teacher needs only to have completed his secondary education. He may then become a permitted teacher, a supply teacher, an extra-curricular teacher or a trainer in literacy.

To achieve the grade of student teacher, he needs to have completed at least 50 per cent of his studies on a primary or nursery school course. Once he has completed these, he achieves the grade of qualified teacher.

Teachers at the secondary level work by the hour and are not required to stay in any one school when they are not teaching. They need some knowledge of the appropriate subject and to be studying for a degree. Once qualified, they are restricted to a maximum

Secondary posts . . . open competition

of 19 hours per week of work at this level, making up their time with work at the primary level.

All the posts mentioned above are assigned through the administrative machinery. Posts above these levels are now won in open competition.

The machinery for determining these promotions is a joint commission, involving the educational administrators and the union officials. Many of the administrators will have been former union general secretaries.

The basic qualifications for teaching more than 20 hours, or for taking a counsellor's post are

- to have a degree and three years teaching experience;
- to be half-way through a degree and have four years teaching experience; or
- to hold the basic teaching qualification and to have five years teaching experience.

To become the administrative deputy head of a school a teacher needs either the basic teaching qualification and five years teaching experience; or a degree and three years experience.

To become a head, a teacher now needs the basic qualification with 13 years experience and four of them as academic deputy; or a degree and eight years experience, including at least three years as academic deputy.

To become a supervisor, he needs a teaching qualification and 19 years experience with at least six of them as head of a school; or a degree, 12 years experience in teaching and four of them as head.

Alternatively, heads may go on to become educational researchers, for this they need a degree and 14 years experience in teaching, two of them as head.

One of the objectives of the reform, apart from eliminating corruption, is to give incentives to teachers to continue with their studies.

Appointments are determined by the number of points that a teacher has in his promotional profile. There are three elements: training (weighted 65 per cent), efficiency (35 per cent) and years of service (20 per cent).

The training points consist of 50 points for basic training, 80 for completing a first degree course, and a further 40 for a master's degree or a doctorate; and a further 20 points for the degree thesis having been accepted. A course lasting 25 hours counts for one point, and a certificate in a foreign or Indian language a further 20 points.

Each year of service within the State system counts for 10 points – but efficiency is the hardest aspect to measure. Each annual assessment counts for up to 15 points.

Ten aspects assessed in order of weighting, are performance, planning of work, use of appropriate teaching techniques, positive attitudes in class, attendance, duties, initiative, punctuality, interpersonal relations and personal hygiene.

Social, cultural and economic activities to benefit the school – including the construction of classrooms, the introduction of drinking water, of drainage and electricity, the maintenance of furniture and the planting of trees – are then taken into account. Getting a civic monument constructed, acquiring furniture or audio-visual equipment, and fundraising activities are also considered.

Cultural and research activities, publishing a book or an essay, organising lectures or delivering one are all considered under the efficiency appraisal – as is participation in activities of benefit to the community, training local people, promoting sporting events, sponsoring health campaigns and improving housing conditions.

Lastly, secondment to undertake work in the educational service or in the union is considered each year and scores five points. There is an extra point for participation with the union in the parade on May 1.

Informed sources report that this new scheme has captured the interest of the Federal Secretary for Education, Jesus Reyes Heroles, and that he is considering its adoption throughout the entire Federal school system. If this goes through, it should do much to eliminate corruption in education, and strike a powerful blow for President Miguel de la Madrid's policy of "moral renovation".

'Alice' school in land struggle

AUSTRALIA

Julie Marcus on a crucial decision for Aboriginal children

An innovative school in the Australian outback town which became the setting for Nevil Shute's novel, *A Town Like Alice*, has become the centre of a planning wrangle threatening an important educational development for the Aboriginal community.

Aboriginal children in Alice Springs face many problems in the conventional educational process. While there are the obvious problems of a European-based curriculum, of health and of economic disadvantage, there is also the problem of racism.

At school they are often taunted for their failure to conform to the narrow cross-and-behaviour patterns of their peers – and Yipirinya School began in 1978 because parents were concerned that their children were dropping out from the conventional schooling system.

Residents of the Aboriginal town-camps have worked closely with researchers and teachers to develop a bilingual curriculum which takes local knowledge and experience into account.

Yipirinya School goes out to the town-camps to teach; children learn their own language as well as English; and there are lessons and discussions about Aboriginal culture. The value and originality of the school for Aboriginal children has been acknowledged by the Northern Territory Government and it is now formally registered and recognized under the Education Act.

However, its staff work in cramped, uncomfortable metal huts, the school-rooms at the town-camps are rudimentary, and the school has no land on which to build classrooms and offices for the research and administrative staff.

A piece of vacant Crown Land centrally located in the town has been found which is large enough for school-rooms and playing grounds – but although the School Council's request for this land (known as Lot 5643, Telegraph Terrace) has been before the Northern Territory Government for over a year, the Minister for Lands, Mr Marshall Perron, has allocated it to an un-named private developer. Instead he has suggested that the school make use of an alternative site, one to the west of the town. The School Council has rejected it because it believes the school, the land on which it is built and the town community should be together and the alternative site is unsuitable.

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OVERSEAS

Despite the impending handover of Hong Kong to the Chinese, its government is still fighting shy of making the teaching of Chinese in schools compulsory. Honor Wilson reports.

Mother's tongue still losing out to Chinglish

A government-appointed education commission in Hong Kong has decided against recommending that Chinese should be a compulsory medium of instruction in schools.

It has instead opted for a series of proposals which favour those schools which use Chinese – while at the same time strengthening the teaching of English as a second language.

Ninety-eight per cent of the population in Hong Kong speak Cantonese as their first language. Most parents feel that if their children are to succeed in the international climate of the world's third largest financial centre, then English is essential. They therefore opt to send their children to schools which teach in English. These constitute 80 per cent of all secondary schools. Most primary schools teach in the mother tongue.

The short-term remit of the education commission was to consider key points of a report – the Llewellyn Report – produced by a panel of overseas experts two years ago. It gave a scathing account of the level of language use in Hong Kong classrooms.

It found that the standard of English by Cantonese teachers was low, and painted a depressing picture of teaching by "Chinglish". The report said that the use of English and Chinese was suffering, because of the continued fiction that children were being taught in English.

Many of the problems associated with Hong Kong schooling – excessive homework, quiescent pupils and rote learning in particular – were exacerbated by the use of English as the medium of instruction.

Most parents choose to send their children to schools which teach in English.

The Education Commission has made several proposals which it hopes will encourage schools to make the switch to Chinese teaching – and encourage parents and pupils to follow.

At present schools in Hong Kong are known as either Anglo-Chinese or Chinese, and employers tend to favour school-leavers from Anglo-Chinese schools who sat their examinations in English. The commission proposes the removal of such labels from schools, and the removal of the language indicator from the Hong Kong Certificate of Education.

Tertiary institutions and employers, it says, should assess language ability on language results and not on whether other subjects were taken in English or Chinese.

David Cheung, headmaster of Carmel English School, does not think many schools will change. "I'm a bit sceptical. Historically, graduates of Chinese schools have been handicapped with employment and tertiary studies opportunities. These proposals will definitely help their position, but they do not amount to a fundamental change," he said.

Many parents fear that if their children go to Chinese schools they will be unable to speak English. The education commission recommends a one-off library grant for such schools to strengthen the teaching of English as a foreign language – and similarly proposes greater recruitment of English-speaking expatriates. It says more Chinese textbooks should be published so that all textbooks are available in either language.

Some education pressure groups in the territory are expressing disappointment that the commission did not opt for a clear directive that the mother tongue should be adopted. They feel that unless it becomes compulsory, schools will continue for the most part to teach in English. Anthony Ha, a teacher and spokesman for the Education Action Group, said: "You can't expect to change public opinion, schools will stick to teaching in English – and Chinglish – if they're given the choice."

"It means the Hong Kong education system will continue to reject many of its brighter pupils. They got so bored looking up words in a dictionary. I watch them learn to hate English language textbooks," said Mr Ha.

In its report, the education commission says: "We are not unaware of the very forceful arguments put forward in favour of mandating Chinese. We have decided against this approach in the belief that education should allow the greatest possible development for students having regard to their different needs and aptitudes." The Committee estimates that the cost of its language initiatives will be more than 600 million Hong Kong dollars (£66 million).

Reagan sharpens his knife

UNITED STATES

Bill Norris on why even Republicans oppose the President's education spending plans.

Education has been one of the major victims in President Reagan's bid to slash his budget deficit. As widely predicted, total Federal spending on education in 1986 will fall by $2.4 billion to $15.5 billion.

At the current rate of inflation, that represents a cut in real terms of some 17.3 per cent. Higher education has been hard hit, with student aid slashed from $7.9 billion to $6.3 billion, but the cuts will be felt across the board.

It remains to be seen, however, how much of this will survive the budget's passage through Congress, which has the final say on spending. Almost before it had been delivered, many congressmen were declaring the budget "Dead on Arrival" – and it is certain that compromises will be made before the measure becomes law. The contrast between reductions in expenditure on the domestic side, and the increase in defence spending of 13 per cent – which Mr Reagan, in a curious perversion of the English language, insists on calling a "cut" – has brought angry noises of dissent from both Democrats and Republicans.

Senator Robert Stafford, the Republican chairman of the Senate subcommittee on education, arts and the humanities, said the proposals were "Absolutely ludicrous and will meet with strong opposition." He added: "I would suggest that anyone advocating the elimination of a good portion of middle-income families from the guaranteed student loan programme does not understand the purpose of the loan programme. Our middle-class families have not asked for a free ride from the Federal Government, only limited assistance which the student will repay after leaving school."

On past form, many of the funds are likely to be reinstated, and this is especially true of the education reductions. Many Republican senators, facing re-election in 1986, see these cuts as potent vote-losers in their middle-class constituencies. Mr Reagan may face the same problems as Mrs Thatcher when it comes to cutting student grants, and for the same reasons.

Former Education Secretary Terrel H Bell had recommended before leaving office that education expenditure should be held at its present level of $17.9 billion. He condemned the budget proposals, saying that they would "clobber students and hurt colleges." "I realize the President needs to reduce the Federal deficit," Mr Bell added, "but I don't think Congress will go along with him on this."

There is a fear that many high school students will now be denied the chance to go on to university. The Reagan proposals will mean that more than a million of the 5.3 million students now receiving Federal aid would lose it altogether. Congress is being asked to impose a $4,000 ceiling on total grants, loans and work study funds; to deny guaranteed student loans to those with family incomes above $32,500, and to bar (those whose parents earn more than £25,000 from the basic Federal grants, work-study jobs, and national direct student loans. Interest on guaranteed loans which are granted will rise from 8 per cent to market levels.

"We think that millions of students – poor white and minority students – will lose the opportunity for higher education", said Dale Parnell, president of the American Association of Community and Junior Colleges.

But the Administration disagrees. Gary Jones, the acting Secretary for Education – who will be losing his job as soon as William Bennett is confirmed by the Senate – said: "I think to presume that students can't get into college because of this type of budget reduction is a little presumptuous. We would not be making these proposals had we thought they would deny a college education to anyone."

Untying the school year from the farmer's tractor

FINLAND

Although seven out of every eight Finns now gain a livelihood from non-agrarian pursuits, the school year is still geared to the era when children were enlisted to help their parents harvest hay and rye.

Until about 15 years ago children went to school on Saturday mornings and had a three-month holiday from June 1 to August 31. With the switch to a five-day week, they resume school in mid-August, and holidays at Christmas and Easter remain brief. The week-long skiing break in February is not matched with an autumnal half-term holiday.

Responding to medical studies that recorded a high degree of fatigue among teachers and pupils during the unremitting 16-week pre-Christmas slog, the national teachers' union, OAJ, says it will press for a week-long break as October gives way to November. It will raise the matter during the next negotiations on pay and conditions and suggests that the missing days be tagged on to the existing school year.

Donald Fields

Homework ban

The Turkish Government has reimposed a homework ban that covers 10 million schoolchildren.

Announcing the ban, Education Minister M Vehbi Dincerler called on parents to "report" teachers who disregarded it. Last summer, a similar restriction was imposed, reflecting the growing awareness that the rigid school reports system and a surfeit of examinations are turning childhood into a nightmare here.

However, children in danger of failing their summer exams and thus having to repeat a year will remain under pressure to study, while many private cramming schools have opened special intensive courses to run throughout the holiday period.

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Poor pay and conditions make for low standards

Sir – In her two articles ("Schools for scandal" and "All work and no pay", *TES*, January 18) Sarah Jane Evans deals, respectively, with two of the most important issues in the EFL business: the need for a rigorous inspection system to monitor the standards of service which students receive, and the appalling conditions under which most language school staff are employed.

She does not make much of the connection between these two issues, but then she should not need to; the link should be obvious. Poor pay and conditions make for low standards. Conversely, if you want people to provide a professional service, then you should treat them like professionals.

However, this is a principle which the British Council's Recognition Scheme seems curiously reluctant to acknowledge. At best there is a grudging acceptance that such a link *may* exist. The scheme's criteria for recognition pay lip service to the idea that staff should enjoy "satisfactory working conditions". Unfortunately, the inspectors hardly ever make the effort to find out whether even this very vague stipulation is met. And when they do, it seems the British Council prefers to turn a blind eye.

The British Council argues that these matters are simply not their concern. This is the line taken by Keith Stoney, an English Language Officer with the Council. If they are not happy with their school, he maintains, "teachers can vote with their feet." That, Mr Stoney can rest assured, is precisely what they do, even in the present economic climate. They are replaced by others who become disillusioned in their turn. In the trade these phenomena are known as high staff turnover and low morale. They are both notoriously bad for teaching standards, but they are not conspicuous to inspectors who can only visit a school for a day or two.

To ensure consistency, continuity and justice, the Recognition Scheme must take an interest in the material well-being of teachers and other language school staff. And they can only do that effectively by giving those staff a say, through their union, in the way in which the scheme is run.

GLYN JONES
International Language Teachers (Central) Branch
Managerial, Advisory, Technical and Supervisory Association
17 Hazeldean Road
London NW10

Not fly-by-night

Sir – I have only just seen Sarah Jane Evans's article on English teaching (*TES*, January 18).

Although I realize that it is perfectly within your rights to ignore what International House has done in this field, I do feel that such an omission gives a peculiar slant to the article, which although thorough in many ways, conveys the usual impression of EFL as a neglected, fly-by-night profession.

I don't want to boost our organization but International House is the biggest, independent, British organization for teaching English in the world, and since it started has taught over half-a-million students, and given initial training to over 16,000 potential teachers. Unlike most organizations, it does have some kind of career structure, given that it employs over 600 teachers all over the world, and has teacher training courses not only in London but in Lisbon, Rome, Cairo and at many of its other 39 affiliated schools. Unlike most organizations mentioned, it therefore does have teachers moving from school to school, and, with experience, often ending up as teacher trainers, directors of studies or directors of new schools. In fact, at the time of writing we are advertising for six directors of studies, one director and one teacher trainer.

The dilemma of employment outside the summer months which Sarah Evans emphasizes is balanced by the fact that teachers can go abroad to teach at our schools in the winter and, like swallows, come back to Britain during the summer months.

I think one criticism of the article you published is that it is seen very much from a British point of view. It must be emphasized that EFL is essentially an international profession and cannot be compared with primary or secondary school teaching in this country where staff tend to work only in Britain.

JOHN HAYCRAFT
Director General
International House
106 Piccadilly
London W1

Lucid account

Sir – Sarah Jane Evans is to be congratulated on her very lucid account of conditions in the EFL industry.

At one point, however, she goes too easy a picture. When she says the average full-time salaries are £7,000 in London and £6,000 elsewhere it should be noted that these figures are approximately correct for unionized schools. Taking the average of pay in all EFL schools would yield much lower figures.

REBECCA WILKINS
Samuel House
Clarissa Street
London E8

Maligned report

Sir – As an author who frequently visits secondary schools and colleges of further education to try out new materials, I find it acutely disappointing that most of the teachers' unions have criticized the HMI paper, *English from 5-16*, as being old fashioned and backward looking, mainly because of "undue emphasis" on learning grammar – the latest attack being made by the NAS/UWT (*TES*, February 1). At first I thought they were referring to a different report from the one I had read which says that "formal exercises in the analysis and classification of language contribute little or nothing to the ability to use it . . ." but that pupils should learn "such grammatical terminology as is useful to them for the discussion of language".

What the unions do not mention is that there are only a handful of references to "grammar" towards the end of a list of about 60 objectives for 16-year-old pupils. Most of these pupils, it says, should be able to "Explain a process of some complexity . . . Argue a case . . . Be aware of the need to match the way one speaks to the purpose, context and audience; and be able to do so in a range of situations . . .".

In my experience, the only person in most classrooms who explains a process of some complexity, or who argues a case, is the teacher, and the range of situations is extremely limited. There are, of course, honourable exceptions. But if teachers were to take on board these objectives, it would revolutionize classroom methodology and philosophy, and would allow pupils to be active participants in the learning process.

KEN JONES
Chepstow Villas
London W11

Blind spots

Sir – My article, *Colour blind* (*TES*, December 28) has aroused mixed responses, the negative ones typified by that of Mr I G Alexander, an independent school headteacher, who roundly criticizes the work (*TES*, January 18).

Mr Alexander's objections fall into three categories. First, he contends that his assumptions about the research being "serious" and on a "very important topic" were unfounded. I suggest that his original assumptions were correct – the research was part of a larger, systematic and rigorous project and focused on the issue of education and ethnic relations. Does Mr Alexander seriously want to argue that multi-ethnic education (or its absence) in independent schools is not a "very important topic"? Judging by the responses I have received, a great deal of concerned groups feel that it is an area in urgent need of investigation.

The second point is that "normal conventions" were not observed. Mr Alexander, along with headteachers of all HMC schools and state education authorities in England and Wales, were not sent questionnaires, but letters requesting information relating to ethnic relations. The letter specified the project's funding body, ESRC, and the nature of the enquiry. No assurances of confidentiality were given, although, where requested, confidentiality was observed. Presumably, Mr Alexander read the letter he received carefully and understood that research such as this leads to findings which are, if interesting enough, published. This is a research convention and not, as Mr Alexander mischievously suggests, to "seek publicity" and "financial gain".

Mr Alexander's third point is that "many headteachers will be discouraged from collaborating with 'researchers' (sic) because they have been their *bona fide* responses used in this way." Why should this be so? One presumes they responded honestly and are committed to their views – views were reproduced faithfully in the article. Perhaps they wished their views to remain private and away from public scrutiny.

Yet Mr Alexander's point about independent schools' collaboration with researchers is a telling one, for the implication is that such collaboration can take place only if the researcher is effectively prevented from publishing except in a fashion acceptable to the schools themselves. One might ultimately ask how useful is such research once drained of a critical facility.

E CASHMORE
Department of Sociology
University of Washington

Combating racism

Sir – Since Tom Hastie accuses me of "intellectual dishonesty" (Forum, February 1), may I be allowed a brief reply?

A Teachers' Guide to Multicultural Education is not concerned with "ethnocentricity". Nor does it aspire to "objectivity". Even less does it aspire to an account of what Hastie (writing "as a historian") refers to as "the Indians". Rather, my book is about the need for teachers to challenge and combat racism at every level of their professional lives: the ideological, the institutional and the individual.

In omitting any mention, let alone discussion, of the notion of racism which is central to my argument, Hastie failed in his duty as a critic.

JON NIXON
3 Aubert Road
Highbury
London N5

Hidden dangers in giving polys university title

Sir – I was interested to read the account of the National Advisory Body's plans (*TES*, February 1), and in particular the reference to the possible use of the title "university" in public sector higher education. I note that the joint education committees responsible for the Middlesex Polytechnic is also currently addressing the issue. It is a real issue.

More than half the full-time equivalent students in higher education in England are now being educated outside the traditional universities. There are positive advantages in a national system of higher education in which the majority of students are in local institutions in the public sector – provided that the education offered is appropriate, the resources are adequate, the quality is satisfactory and the status is not inferior. It is NAB's responsibility to ensure that these conditions are met.

As I said at Hatfield Polytechnic last November, when I come to believe that the most effective way to achieve parity of status and esteem for students in public sector higher education is to retitle institutions, I shall unhesitatingly join those who are calling for the title *university* for those polytechnics (together with a few major colleges) who, supported by their L.e.a.s, wish to adopt it. But if the retitling of our major public sector institutions is seen as an excuse for slipping the reins of validation and the discipline of quality assurance – then I should oppose it. If it is intended as a device to allow academic drift away from part-time and sub-degree work, and from responsiveness to the local and regional needs of employers – then I should oppose it. If it is understood as a step towards removing our major institutions from local authority control – then I shall oppose it. The *first* responsibility of public sector institutions is to provide access for the local and regional community.

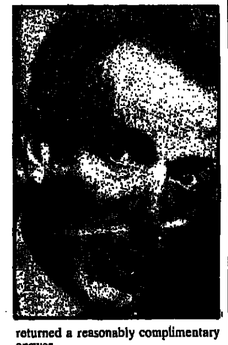
CHRISTOPHER BALL
Chairman of the Board of the NAB

Evasive minister

Sir – While much of what you report about Sir Keith Joseph's visit to our school is true, we should like to say that the two teachers present were asked, not ordered, to leave the room and Sir Keith did not tell anyone to "sit down and shut up".

His manner in speaking to us, however, was patronizing and evasive. He laughed at some of our questions, sighed at others and called us "silly", "narrow-minded", "uncomprehending", "ignorant" and "uneducated". At no time did he attempt to answer questions in a reasoned way, but gave us the impression that he was only interested in knowing whether there were any good or bad teachers at this school.

E GREEN
H MORRIS
Sixth-formers
Tile Hill Wood School
Coventry



returned a reasonably complimentary answer.

It is hardly necessary to remind anyone that the most odious régime of this century encouraged children to report on adults, but since we are now in the post-1984 era one may perhaps recall the children of Winston Smith's neighbours in Victory Mansions. Is this really the kind of assessment the Secretary of State has in mind for us, and the kind of society he envisages?

PATRICIA MARTIN
Banyard Way
Rochford
Essex

1984 assessment?

Sir – I was interested by "A question of assessment" (*TES*, February 1), since I was told of a similar incident at a local school last term.

On that occasion Sir Keith asked to be left to talk to senior girls without staff being present, and embarrassed at least one girl by asking her to comment on the quality of her teachers. According to my informant, he seemed disappointed when she

Vocational needs

Sir – Lord Young's message to the Society of Education Officers (*TES*, February 1) was clear. More preparation for, and contact with, industry for both students and teachers.

The German system is often quoted as meeting these aims, to advantage. From the comments in the same issue of *The TES* it can be seen that some people fear that industrial preparation leads to a narrow and therefore undesirable approach.

This need not be the case. Like many things in education, the ideals of good practice tend to move from one extreme to the other. Often a small change to the curriculum would be sufficient to cater for new demands. Usually a radical change is the solution adopted and this will last for 10 or 15 years until a new fashion suggests that it is time for change. Ironically, often the change is the re-adoption of what was discontinued some 10 or 15 years earlier.

There certainly are some misconceptions about vocational education. Some of us would argue that if it is vocational then it cannot be educational. Some would argue that if it is educational then it cannot be vocational.

How narrow and shallow! The truth is that subjects in the curriculum can be both educational and vocational. The balance may vary, depending on the subject.

The Associated Examining board has a number of syllabuses similar to those offered at the time of the technical school. Engineering workshop theory and practice in particular, at O level, comes to mind. It is based on educational aims and objectives and is seen as a passport to employment in many areas of the country. The fact that, as a secondary feature, it is vocationally relevant is a bonus. The vocational relevance is not to engineering only but to other industries and employment situations generally. The practical and theoretical skills incorporate transferable abilities which are sought by employers and other post-school opportunities.

Perhaps this is what Lord Young was saying. If so, I certainly agree with him.

GEORGE TURNBULL
The Associated Examining Board
Wellington House
Aldershot
Hampshire

Peace onslaught

Sir – Lady Olga Maitland, Baroness Cox and Dr John Marks have now moved into the local education authority arena in their onslaught on peace studies (*TES*, February 1). This is predictable as political witchhunting follows familiar lines. The line of onslaught on peace studies goes like this – pressure groups such as CND, individual teachers, people of religious and moral persuasions, individual schools, teaching unions, local education authorities and finally – their political opponent, the Labour Party. The objective of all this is obvious – education for political allegiance to the Conservative Party and Education for War (not necessarily connected).

In answer to enquiries the DES still posts copies of the UNESCO 1976 Recommendations concerning Education for International understanding, Co-operation and Peace. L.e.a.s such as Newcastle who followed these recommendations should be congratulated and not maligned.

Dr John Marks is a subscriber to our newsletter and he knows the number of times I have protested to him about his habit of quoting out of context and of omitting important information. On every newsletter we state clearly that we do *not* use the classroom to recruit for any organisation. We welcome Sir Keith Joseph's sensible approach to complaints about teaching practices but we are worried about the narrow content of secondary school subjects like history and science.

In the UN Year of Youth let us think about the distressing effects we are having on the young people in our schools who are *catching* the idea that peace studies are the work of the devil and that violence and the build up of nuclear arms are the rule of the day.

Soon I expect some school or other with a programme of peace studies will undergo the kind of trial outlined in Colin Fletcher's *Schools on Trial*. I hope we can all ride the storm and come out clearer on the moral duties that we have to the young to discuss important issues which affect them such as peace and nuclear disarmament.

HILARY LIPKIN
Co-ordinator
Teachers for Peace
CND
Goodwin Street
London N4

Experiments

Sir – I wish to draw to the attention of your readers some inaccurate and misleading statements in the article (*TES*, January 18) relating to forthcoming changes in the law on experiments with live animals as they relate to schools.

Firstly the law refers to vertebrate animals only (excluding man) and therefore the use of insects for experiments in schools will not be forbidden. Experiments on live vertebrates will not be banned in the general terms described in the article.

It will still be possible to carry out behaviour experiments and direct observation of living vertebrates, indeed there are sound educational reasons for doing so.

Destruction of the frog's brain (or that of any other vertebrate) will not be permitted but in any case this is not the "common" experiment that the article suggests.

Reference to the *Experiment* programme, produced by Granada Television for A level students, was also misleading.

It is a rare school that would have the equipment required to carry out such a procedure so the experiment is not "popular" and only of marginal relevance to A level work.

More important, though, is the principle of using videotapes or other audio-visual means, to illustrate experiments that are either difficult to carry out in schools or not permitted.

The proposed legislation, and indeed the RSPCA, encourages the use of audio-visual methods where the educational objectives can be effectively achieved by that means.

ROGER LOCK
Department of Educational Studies
Oxford University

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Courses

Drama in Education: A Social Process in School and for Society

1–13 September 1985 in Newcastle upon Tyne

Designed for administrators, lecturers and teachers who are interested in a careful examination of the processes of implementing a role-taking and depictive approach to learning situations, the aim of the course is to introduce participants to as many skills of this style of work as is possible in the time.

Directed by **Mrs Dorothy Heathcote**, the course has vacancies for 30 members and the residential fee is £595.

Humanistic Techniques and Methodologies for ELT Teacher Trainers

1–13 September 1985 in Canterbury

The course will open with a workshop on in-depth communication skills, followed by sessions on new techniques for the EFL classroom. The programme will also include a wide range of drama techniques for the classroom and work on the microcomputer in the EFL classroom.

Directed by **Mario Rinvolucri**, the course is designed for experienced teacher trainers and has vacancies for 35 participants. The residential course fee is £575.

Communicative Language Testing

8–20 September 1985 in Lancaster

This seminar will explore the theory and practice of communicative language tests and examine the implications which innovation in test design has for testing theory and test validation.

Directed by **Dr J Charles Alderson**, the course is intended for those practically involved in the design or administration of testing programmes or tests of English as a foreign or second language at secondary, tertiary or teacher training level. The residential fee is £590 and there are vacancies for 30 participants.

Microcomputers in Schools: an Opportunity for Development

15–27 September 1985 in Oxford

This course will be concerned with policy and practice related to the use of microcomputers and information technology in schools. Participants will be given the opportunity to assess innovative projects and practices and to gain considerable 'hands-on' experience of software and courseware.

Directed by **Mike Aston**, the course is designed for senior educational administrators, school inspectors/advisers, university lecturers, teacher educators and other senior staff concerned with computer eduction. There are vacancies for 30 participants and the residential fee is £640.

Further information and application forms are available from British Council Representatives overseas or from Courses Department, The British Council, 65 Davies Street, London W1Y 2AA.

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TALKBACK

Primary message

DAPHNE KERSLAKE

The Department of Education and Science has recently issued a video which is designed to encourage more people to train for teaching in a primary school. A recent statement from the DES announces that, after a period of contraction, there is a need for more primary teachers.

It is a well-made and enticing film, depicting teachers working in a manner that does them credit. The classroom is portrayed as a place in which children are encouraged to develop a problem-solving approach, where they are not *told* what to do, but are encouraged to find out for themselves. There is an emphasis on activities which are across the curriculum, with, in one example, science, mathematics and language combining in an investigation of soap-bubbles.

Teaching is seen as a complex but rewarding activity: one in which there are seldom straightforward answers. It is said to require skills of management, since "you are your own boss in the classroom". The organizational skills of overseeing the learning environment of a class of children are emphasized, together with the joint responsibility for curriculum construction with in the school and for relations with parents. The narrator observes, indeed, that it is unlikely that such responsibility would be given at the same stage in any other career.

Contrast this with the recent DES document *The Organization and Content of the 5–16 Curriculum*. The philosophy of this is so different that one wonders whether the authors have ever even met the makers of the video.

The emphasis, unlike that on the video, is very much on "subjects" as a "body of knowledge and skills", and there is only passing acknowledgement of the notion of cross-curricular activities. There is also a disturbing reference to the "removal of clutter" in the curriculum: one wonders whether the investigation of soap bubbles might be considered as clutter?

Indeed, the current trend towards a core-curriculum and to national criteria seems to contradict the message in the video of the school as the curriculum planners. The important areas of language and mathematics in the primary phases are portrayed in a very negative way. The emphasis is on the achievement of *competence* in these areas. While not disagreeing with the notion of competence, one would like to see reference to understanding, enjoyment and confidence: the sort of message the video portrays.

Intending teachers may well be misled by the video as to the likely working conditions in primary classrooms today affected as they are by a shortage of books and materials, shabby and deteriorating school buildings, and restricted opportunities for in-service education. Add to these a starting salary which compares unfavourably with that of a police constable, and the poor prospects for promotion.

We have, then, on the one hand, an enticing view, produced by the DES, of how exciting and rewarding teaching in the primary school can be; and, on the other hand, statements and policies of the very same department which appear to contradict the philosophy portrayed. What is more, the current attitude to salaries, resources and working conditions seems to contradict the notion of teaching as a responsible and professional task. Does the left hand of the DES know what its right hand is doing?

Daphne Kerslake is a principal lecturer in education at Bristol Polytechnic.

Good news, bad news

COLIN BUTLER

It is good news that Her Majesty's Inspectors and chief education officers are increasing their interest in television (*The TES*, January 18) since this ubiquitous medium has the capacity to exercise enormous influence in ways that are not always immediately obvious. Consequently, it has an important place on any educational curriculum, since one of the functions of education is to make people aware of what is going on, if only to prevent their being unwittingly manipulated.

Readers of Spinoza will know that in the definitions introducing Part Two of *Ethics* ("Of the Nature and Origin of the Mind"), he explains that he prefers "conception" to "perception" when speaking of ideas "because the word 'perception' seems to imply that the mind is passive in respect of the object; whereas 'conception' seems to express an activity of the mind".

Television studies starts right there, for it is a characteristic of television both to promote and to legitimize the illusion of perception – to the extent that "(just) watching television", as if that were all there was to it, is the commonly accepted description of a large and regular part of people's lives; whereas even the most acquiescent viewer is in fact engaged in a constant though mostly unconscious process of selecting, recognizing, endorsing and so forth in order to confer some kind of order on his initial sensory input; since otherwise there would be no order at all in what he sees.

Some of the unstated criteria of this process are themselves transmitted by the apparently neutral image of television, thereby effectively making manner – including omissions – as much a part of the message as its matter. Discussion of news programmes like *Bad News* have given this phenomenon a degree of localized prominence. But it needs emphasizing that *any* televiewing necessarily implies the convergence of two sets of interpretation; that of the maker of the programme and that of the viewer.

From this, a number of consequences follow. One is that, despite all appearances to the contrary, the one thing that is never seen on television is reality as such; a second is that the whole range of television programmes invites study, since their hidden curriculum is just as present in, say, *Hi-de-Hi!* as it is in *News at Ten*. The intellectual skills required to tease it out are exacting enough to forfend the reflex accusation of "not real work".

To make this hidden curriculum apparent is as difficult as it is rationally worthwhile, not only because it means getting pupils to understand what they are watching in terms other than those proposed by the programme itself – and that is difficult enough – but also because there is in principle no one set of terms of understanding that can recommend itself to the exclusion of all others.

In other words, understanding of whatever sort requires some kind of reformulation – in terms, for example, of social attitudes, psychology, political theory, economic theory or what-have-you, each set of terms having its own validity. But at the same time, there is nothing *a priori* to compel the teacher to choose or to prioritize in any particular way. As with the Mona Lisa's smile, so with television: there are ways to construe it are legion.

This means two things: that television studies is not, strictly speaking, a subject in its own right, but rather an area of attention; and that since it does not have a unique- and self-contained system of conceptualization to draw upon, it is necessarily interdisciplinary. Consequently, it is best approached as a collective enterprise from the outset.

I believe English departments should, as a matter of course, include television studies on their syllabuses since they are officially in the business of interpretation and also since it is partly complementary, partly contrastive relationships, between word and image concern them directly. But if any one department has a monopoly of television studies, the subject suffers (the word remains convenient, if misleading) is likely to be distorted correspondingly – a point for inservice training to address itself to.

Dr Colin Butler is Senior English Master at Borden Grammar School, Sittingbourne, Kent.

Teaching by slogan

FRANK PALMER

How refreshing it was to read Tom Hastie's sober and well-argued plea for [illegible] (*TES*, February 1). Of recent years secondary education has become an all-too-convenient weapon for those whose primary concern is not with teaching but with their own relentless drive to rectify the "evils" in society.

The "responsible" teacher of today burns the gown and marches under a banner. Since (we are told) traditional education, with its moth-eaten talk of academic standards, did not nourish the needs of most pupils or the needs of society, such needs need to be met via a change of diet – ranging from the innocuous morsels of vegetarianism to the gourmet's feast of peace studies, animal rights, anti-pollutionism, feminist propaganda, media-thrashing, third worldism . . . and any other causes responsibly-minded socialists and trendy liberals should promote (if necessary by doctoring the content of traditional subjects).

No, I am not a fascist. No, I am not a racist. No, I am not accusing all teachers of fanaticism. No, I do not dismiss all such causes as trivial. But I do happen to believe – and this belief has been reinforced by 11 years of teaching in comprehensive schools – that those who wish to engage in campaigns should indulge their missionary fervour outside the classroom.

I also believe the current "need-centred" approach to education is a misnomer. Partly because (with Enoch Powell) I believe the instrumentalist view to be corrupt and partly because the notion of a "need" (as King Lear realized) is not a simple matter – and certainly not as neatly capturable as current slogans and catch-phrases would have us believe.

The multiculturalists are entitled to their opinions. But the totalitarian policy of enforcement which looms on the horizon is not a rational means of persuasion. Nor can it hope to serve the needs of the ethnic minorities in our classrooms, many of whom want the undiscriminating services of academically-minded teachers who wish to promote the academic development of *all* their pupils, irrespective of colour, caste, creed or race. Egalitarianism is not served by the divisive practice of colour-consciousness, advocated in the name of anti-racism.

To be consistent, the "need-centred" brigade should ask the children and parents of "ethnic minorities" what *they* want. Most of the Indian, West Indian and Asian pupils I have taught have sought and required my services as a teacher of English, not as a social worker, social reformist or pseudo-sociologist.

Frank Palmer was deputy head of English at Barnhill School, Hayes, Middlesex until recently.

The carpet baggers

TONY SADLER

I have always despised those educational carpetbaggers who flit from town to town as they scramble up the career ladder, never forming an attachment to any particular place. I find it hard to justify a move away from an area in which I am a real part of a community, simply to improve my promotion prospects.

Now falling rolls and the march of time make it ever more likely that I will remain one of those tens of thousands of teachers stuck on the top of Scale 2. At 35 I was about the average age on a recent shortlist for head of a small department, and the competition gets fiercer as the candidates get older.

So, I may well remain where I am, and I would like a role to play. Informal discussions with the senior staff at my present school leave me baffled and amazed. To a man, they refuse to accept the possibility that I will be forced to stay where I am, and try and counsel me for what they consider to be some sort of post-interview depression. "Don't worry," they say. "Keep applying and you're bound to get one sooner or later."

The facts are against them (and against me). In the last three years there have been two suitable jobs in this area (an urban area with a high concentration of schools), and there are to my knowledge at least another dozen well-qualified people in the city putting in applications.

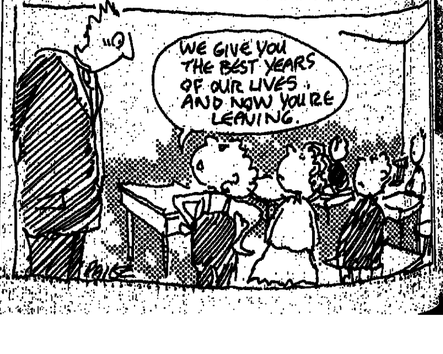
It has always been true that we couldn't all be "chiefs", but the long period of expansion in education gave a neat pyramid career structure, and it has been the conventional wisdom that anyone with the talent and the desire could move upwards. This has not been the case for some time, and the problem continues to get worse. Even if I am lucky, there will be many more people in the position who are not.

The advice we are getting is no longer appropriate. The trouble is that the people who we turn to have all been successful in their own careers and find it very difficult to see things in this different light. The more power and influence they have, the more career success they must have had, and the more firmly they hold these beliefs.

I am heartened to read about the new salary structure, but money is not the only problem. My real concern is responsibility and status. In the management teams that run today's comprehensives, power rests with those on the higher salary scales, and the rest of us are left with token consultation procedures.

In the future there will be many people on a new main professional scale, quite capable of performing traditional management jobs, and who in more prosperous times would have been doing so. Such people will quickly become disillusioned and disenchanted if a proper role is not found for them. We would like to feel that our experience and qualifications could be valued with or without "promotion" in the traditional sense.

Tony Sadler teaches in a comprehensive in the North of England.



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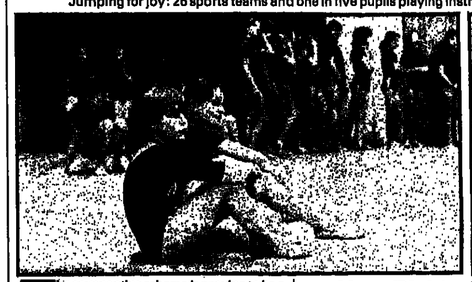
FEATURES

THOSE WHO HELP THEMSELVES

Jumping for joy: 26 sports teams and one in five pupils playing instruments – all part of the enrichment for which Bohunt can thank the generous support of parents.



Huw Richards reports on a school that raised £44,000 to enable it to compete with the sort of funding given to TVEI schools

The covenanting scheme is proving to be a formidable new way for some maintained schools to raise funds. Donors sign a convenant form promising to pay a stated amount of money annually for either four or seven years to a named charitable trust. The trust receives that money directly, plus 43p in the pound from the Inland Revenue as a tax refund.

Using this method Bohunt School in Liphook, Hampshire has guaranteed itself an income of £44,000 over the next four years.

The school is in the prosperous, commuter territory on the Hampshire-Sussex border. The neighbouring district of Alton boasts Britain's lowest unemployment rate.

It's a purpose-built comprehensive, opened in 1978 to serve Liphook and the surrounding villages and currently has 1100 pupils. Its low sloping-roofed buildings are more suggestive of a large sheltered housing development than the school.

It also acts as the town's community centre. More than 5000 people use it every week and visitors are as likely to encounter a creche, a Workers' Educational Association class appreciating Mozart or a Help the Aged committee meeting as a four-year history group.

There is an air of cheerful industriousness. Head Dr Alan Leech, can walk into a classroom without the awed silence such visits provoke in many schools. Extra-curricular activities are very strong – more than 20 per cent of pupils play a musical instrument and there are 26 sports teams.

Dr Leech readily admits that this range of activity could not be funded solely from capitation money. The Friends of Bohunt, the PTA, has helped bridge the gap, raising about £4,000 from a range of fund-raising activities.

But there are limits to what even the most enthusiastic PTA can do. "The school's needs were growing faster than the income. We were having to work harder for every penny and didn't believe we could raise much more without a phenomenal effort", says Dr Leech.

He points out that the sudden arrival of The Technical and Vocational Education Initiative with the MSC creating a class of well-funded schools at a time when most were struggling to maintain current provision, created further pressures:

"We want to recruit and retain good teachers in craft, design and technical subjects and in computer studies. But they're naturally likely to say 'Why should I want to work with limited facilities here, when at a TVEI school I'd have everything I need.'

"I know headmasters who were amazed and bewildered when they compared the money TVEI schools were getting to what they had to work with themselves", he says.

And FOB were beginning to suffer from the Law of Diminishing Returns: "We were starting to run out of ideas, and sponsored events were becoming less and less popular", explains Mike Ling, chairman last year.

So a *TES* article in May 1983 telling the story of another Hampshire school that had raised large amounts through a covenant scheme was seized on avidly. A visit from a professional fundraiser convinced them it was a good idea, but they were less happy at the prospect of paying the £1,800 plus VAT he would have charged for running an appeal. "We felt paying out so much would be a gamble with parents' hard-earned contributions so we decided to go it alone. An appeal committee was formed and FOB contributed towards its running costs", Mike Ling remembers.

> 'We want to recruit and retain good staff in craft, technical and computer studies'

Getting the appeal underway was a major operation. A charitable trust had to be organized and recognized by the Charity Commissioners, and a strategy for presenting and marketing the appeal to parents to be devised.

Bohunt has a ready-made fundraising structure in its house system. Bohunt's six houses are linked to local charities and pastoral care is arranged through houses rather than years.

Stress was laid from the start on running the scheme as a partnership between parents and staff. Lynne Standerline, senior tutor in Ockenden House, remembers, "I discussed with my tutor group which parents would be most likely to get actively involved. We wrote to those people and invited them to a meeting where we discussed setting up an action group to run the scheme".

House groups reported back to the appeal committee and preparations were then begun for the centrepiece of the operation – meetings to which all the parents in each house were invited. Setting these up was a major, painstaking operation recalls Paul Barry, the games master who was staff representative on the appeal committee: "Every parent received a personalized letter signed by Dr Leech. For this we had to work out all the family relationships and domestic situations in the school.

"We didn't want anyone to receive four letters – or invite 'Mr and Mrs' where it was a one-parent or broken family. This meant checking and re-checking. In 830 letters we had one mistake, and that was spotted before it left the school.

The six house meetings were held inside a fortnight, with a common agenda. "The meeting was chaired by a parent who explained what it meant to him and his children. Then Dr Leech was introduced and explained why we were having the appeal – our plans for the future, an explanation of how much we get from the county and how much particular items cost", says Lynne Standerline.

As Mike Ling remembers this explanation of the school's finances was an eye-opener for many parents.

Each parent was given a brochure explaining the need for "curriculum enrichment" – covering technological change, outdoor pursuits, music and sport.

After Dr Leech had answered questions, which were mainly about the sums needed for curriculum development and requests for more details of future plans, the appeal treasurer explained the convenant system.

Each parent was given a covenant form, and a reply card on which to indicate their likely response, before leaving the meeting. All who had attended the meeting, about 75 per cent of the school's parents, were followed up by the house action groups. Those who had not attended received a further letter and a brochure from Dr Leech.

Four-year covenants were signed by 22 per cent of families guaranteeing the school £36,000 – £6,000 over their target. An appeal at the beginning of the next academic year produced a 41 per cent rate of covenanting among first-year parents, and boosted the money raised to £44,000.

Guaranteed income means the school can plan expenditure. Staff morale has received a shot in the arm as Paul Barry points out: "We've just spent £5,500 at a trustees meeting and the staff room is buzzing. People who've got equipment they want feel that something positive has happened. It does wonders for morale and if the teachers are happier it improves the whole atmosphere in the school".

His own area of sport is a case in point: "We've been able to buy the school a second minibus which means we can extend the Duke of Edinburgh scheme and have more sports fixtures. Sailing in the summer wouldn't have been possible without it – we took four groups of 15".

The appeal has done a great deal for the school's relationship with its community: "We have seen a growth in parent awareness of the aims and objectives of the school", says Dr Leech. Lynne Standerline found similar benefits on a more personal pastoral level: "A lot of parents came to meetings when we'd never seen them before, while the meetings provided informal contacts between staff and parents where pupils might be discussed without the formality of parents evenings."

The PTA's gains were considerable as well: "Endless hours of collective staff, pupil and parent energy devoted to fundraising activities are released for other concerns", says Dr Leech. Mike Ling says "It's given us a chance to concentrate more on pastoral issues, while the appeal helped attract some new blood. There are some excellent new people on the committee."

> 'We have seen a growth in parent awareness of the aims and objectives of the school'

The benefits for Bohunt are unquestionable, but wider worries remain, as Dr Leech admits: "The most serious issue raised is the extension of inequality of provision between schools both nationally and within l.e.a.s. As a believer that schools should have equal, adequate provision he admits to philosophical discomfort at what he sees as the inevitable creation of another division between "haves" and "have nots".

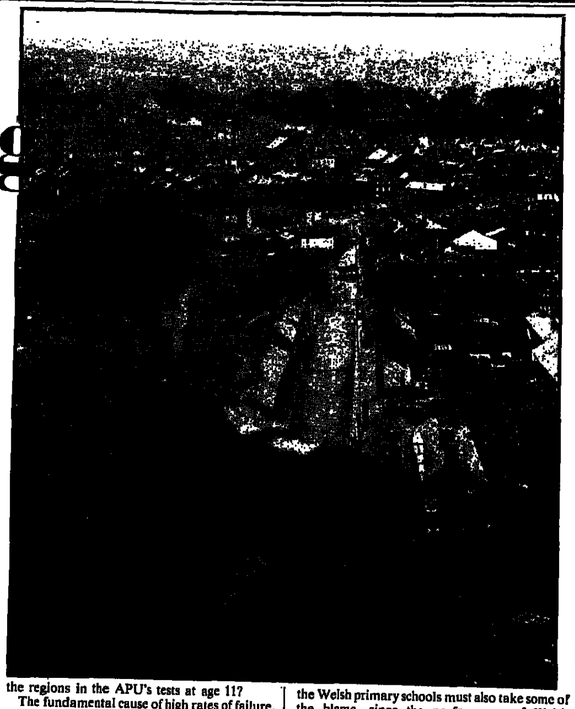
"But I have to look at my school and say 'we want to do certain things – run orchestras, sailing classes, sport or information technology. I can sit there and say 'sorry, we can't do it, we haven't got the money'. Or alternatively, I can look for ways round the problem. The reality, however much we may dislike it, is that schools are not allocated resources on any calculation of needs, and my duty as headmaster is to prove the best education I can for the children here", he explains.

The prosperity of the Liphook area certainly helped. But commitment and effort were clearly important too. Dr Leech says other schools could. "Organize meetings of parents, explain what the school is trying to do, what you need to do it, and how this relates to your resources – and ask what they can do to help."

FEATURES

The greening of the valleys

Unpublished official figures show a remarkable turn-round in the style of Welsh secondary schools according to David Reynolds and Steven Murgatroyd



The Welsh office is about to publish a set of figures that reveals a remarkable turn-round in the performance of Welsh schools. The statistics show that in 1983 only 17.9 per cent of Welsh teenagers left school without a single qualification. This compares with 25.1 per cent of unqualified Welsh school-leavers in 1980 – then more than twice the percentage for English pupils.

These improved results for low-achievers in Wales have not been achieved at the expense of the more able. In 1983, it seems, 27.2 per cent left school with five or more O levels, or their equivalent, the highest figure on record, surpassing the peak of 25.8 per cent in 1971.

These figures appeared three years ago for the consistently poor showing of lower-attaining pupils in Wales – the alleged difficulty of the Welsh exam board's exams and severe social deprivation – were refuted, we argued at the time (*The TES*, December 4, 1981), by the results of the Assessment of Performance Unit's tests.

If Welsh pupils were disadvantaged by harsher marking by the board, why were they also bottom of the regions in the APU's tests of scientific ability published in 1981? And if they suffered greater social deprivation, why were they top of the regions in the APU's tests at age 11?

The fundamental cause of high rates of failure, we argued, must lie in the organization, ethos and effectiveness of Welsh secondary schools.

Three years on, our argument that home background was not the explanation for failure has been strengthened by the emergence of National Children's Bureau figures showing 5.8 per cent of their cohort of Welsh children at age 16 were socially disadvantaged, an identical figure to that for Britain as a whole.

We also argued that different levels of spending on education could not be the explanation. Welsh schools are spending more per pupil than English schools are and have pupil-teacher ratios that are marginally more favourable.

In some respects our arguments have been shown to be wrong, though. We maintained that it was Welsh secondary schools which were ineffective. More recent APU results show that the Welsh primary schools must also take some of the blame, since the performance of Welsh children at age 11 has been deteriorating.

But what is it that has brought about the dramatic turn-round, confirmed by our own experience of visiting Welsh secondary schools? It seems to us that there have been several changes.

First, there have been changes of personnel. When comprehensive schools were formed in Wales they were usually headed by the former headteachers of high status grammar schools. Grammar school staff also dominated the departmental positions. With premature retirements have come greater opportunities for staff who are less hostile to the comprehensive ideal.

The result of this seems to be a much greater emphasis within Welsh comprehensives upon the education of the low-ability child, upon pastoral care and upon whole school rather than bilateral school policies.

Second, the passage of time has allowed the two very different Welsh traditions of grammar and secondary modern education to be merged. In Wales, grammar schools took up to 35 per cent of the ability range. Few secondary moderns had many examination candidates and even fewer had developed any kind of new or traditional sixth form.

Third, Welsh schools have at long last begun to tackle school management. Many of the first generation of comprehensive heads believed they could run their new schools as they had the grammar schools – by charisma.

Many retained all authority on academic and curriculum matters, only delegating pastoral care responsibility to their senior management teams. The result of this in many schools was that junior staff were not involved at all in decision taking and morale suffered. The lack of any collective involvement meant few commonly agreed ends and means.

Slowly, this is changing. Heads are working more closely with senior management teams on all school matters. There are more staff meetings. More schools are using simple devices like staff handbooks and staff diaries to encourage collective knowledge of school activities.

Further, there are clear signs that the organization, ethos and curriculum of many Welsh schools is changing rapidly. There seems to have been a move away from the rigid streaming that was practised in many comprehensives towards greater use of banding, though mixed ability has still not got off the ground in Wales.

Physical punishment is becoming less common as more and more schools try to develop reward-based systems of pupil control. Much greater efforts are being made to enlist the support of parents through formal channels such as the setting up of parent-teacher associations and through informal visiting of the schools.

A much higher proportion of the pupil ability range is being entered for exams and a much more positive attitude is being taken towards the lower ability children. CSE Mode 3 – formerly much under-utilized in Wales – is growing in popularity, as are City and Guilds courses and special continuous assessment packages for children in counties like Mid Glamorgan. Pupil profiles – giving all children something to aim for – have been pioneered by the former Schools Council Committee for Wales.

All these changes seem to be generating a distinctive educational system within Wales that is different from that of England and seems to be producing an authentic Welsh way forward out of the doubts and difficulties that have surrounded British secondary education for two decades.

Is it now perhaps time to re... the infamous encyclopaedia entry and argue that, in education, "For England, see Wales"?

David Reynolds is lecturer in education at University College, Cardiff. Steven Murgatroyd is a senior counsellor with the Open University.

Only the tail wags

Schools should offer persistent absentees a good reason to attend says David Galloway

Only 15 per cent of boys absent from secondary schools – and even fewer girls – were truants in the sense of being away from school without their parents' knowledge and consent, according to recent surveys carried out in Sheffield as part of a Government-sponsored research programme into problem pupils.

Three city-wide surveys showed absentee rates were stable throughout the primary school years but rose steadily thereafter, with a particularly sharp rise in the last two years of compulsory education.

The pupils themselves distinguished sharply between truancy – "wagging it" in South Yorkshire – and staying at home when they could have been at school. Some absentees, indeed, were quite indignant at the suggestion that they wagged school: they regarded staying at home with their parents in quite a different light.

Persistent absentees – those missing half their schooling or more – generally suffered multiple disadvantages compared with regular attenders. Their families had financial problems, lived in overcrowded, sub-standard housing and suffered poor physical or mental health. At first sight this seems to support the view of many teachers and researchers that the origins of poor school attendance lie in the home.

It is hard to see, however, how the sharp increase in absence rates throughout the years of compulsory secondary schooling can be attributed to family circumstances unless those family circumstances deteriorate as the children reach adolescence. It is possible that adolescents are more affected by stress in the family than younger children or that parents encourage more adolescents to stay off school to help in the home or to look after younger children.

Asking absentees or their parents why they had missed school was seldom helpful. The question implies a conscious decision not to attend. For some of the children we interviewed, regular school attendance was no more a realistic option than a luxury cruise.

Some grew up in circumstances so harrowing that school attendance, both for child and parents, was a very long way down their list of priorities. No one in the family had the time or energy to cope with the additional demands of school attendance. Their priorities were more basic: housing, heating, food, the rent, their own health and the health of their children.

One 12-year-old was too worried to leave her depressed mother alone in the house even though she did not think she could do much to help.

Another, aged nine, explained that her mother was ill, and needed help looking after her six younger brothers and sisters.

A 14-year-old boy explained: "Before my dad went (died) I stopped in with my mum; she got nervous and that; she's still suffering with her nerves." This boy was a virtual non-reader and had few friends at school. Staying at home with mum was not based on a conscious decision to avoid school; it was just the most obvious course of action.

Only a few expressed strong hostility towards school, though the majority disliked some aspects. The overwhelming impression, though, was not of any explicit rejection of school and its values. Many children liked individual teachers, and enjoyed some subjects. Yet they seldom saw school as an active source of advice, help or support. Nor did their parents.

For many families the impersonal "they" who made school attendance compulsory were as faceless and nameless as the councillors who set electricity bills. The idea that education could involve a partnership with parents was beyond their experience.

In some schools, though by no means all, it was hard to see how the teachers' side of the education welfare officer, it seldom involved any constructive attempt to establish a constructive partnership between teacher, child and parents. Only one of the truants we interviewed had been visited by an education welfare officer.

Most of the parents we interviewed were very concerned about their children's absence from school. Many had made strenuous efforts to get their children to attend, and were bewildered and angry when they failed. Some had been to court, and had been fined or bound over. Others had been threatened with court action. Some had had their child's family allowance withheld.

Many parents felt that the education welfare officer was the only person who could help them, but that he or she was usually powerless to do so. Some parents had been pressurized into signing school attendance agreements, but had found that these had no effect on their child's attendance.

Many parents felt that they were getting a raw deal. They were being blamed for their child's absence from school, but they felt that they were powerless to do anything about it. Some felt that they were being victimized by the school.

Some parents felt that they

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Political broadcasts

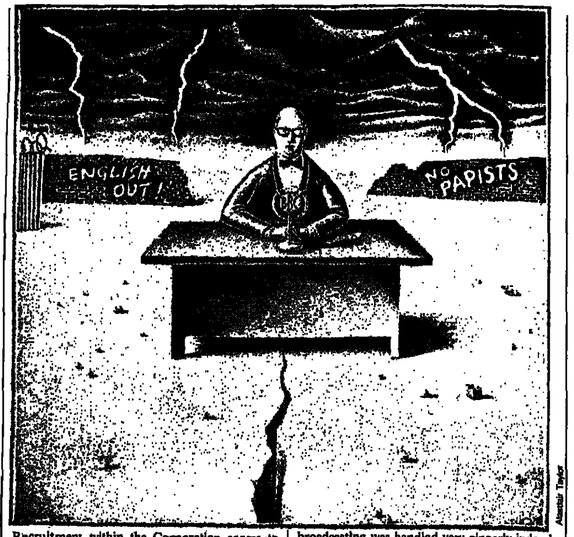
Roy Foster on the BBC's attempts to grapple with the Irish crisis

The Most Contrary Region: the BBC in Northern Ireland 1924–1984. By Rex Cathcart. Blackstaff Press £5.95. 085640 3237.

"Try to get people talking to one another about their problems in Northern Ireland, but remember that you must only do so within the bounds of public acceptability. Northern Ireland is the only region in the BBC in which, out of exacerbation from broadcasting, people might kill each other, and that you must avoid." Thus said the Director General of the BBC to a new Controller for the Northern Ireland Region in 1948. While this might seem evidence of a certain amount of prescience on the Director's part, Rex Cathcart's fascinating study shows that such a dictum really indicates a nervousness of approach which led, until very recently, to the BBC bucking many of the problems which the "most contrary region" presented.

The value of this book lies not so much in rehearsing the narrative of broadcasting developments over 60 years as in tracing the changes of approach by various Controllers towards coping with the structural divisions within Ulster society. In a sense the BBC was in the front line. Catholic opinion, from the hierarchy to the *Irish News*, was only too prepared to identify the Corporation as part of the British Establishment, and to boycott – for instance – its Religious Affairs Advisory Committee as implacably as nationalists boycotted other appurtenances of the state. (By heartening contrast, the head of the Religious Affairs department since 1979 has been a Catholic priest.) In the first phase of its Northern Ireland history, the BBC did little to change this notion. Cathcart's account of the period before the history broadcasts the development of George Marshall, first Regional Director; while often bravely impartial and innovative, his views inexorably came to resemble those of the most unreconstructed orange blimp. The insufferable tone of the Ulster Club pervades his memos, especially when there was any question of improving relations with the South, or with Ulster's Catholic minority:

> I do not quite understand what the Dominions Office means by the introduction of a Gaelic period into the programmes broadcast from the Belfast station. . . . You might point out that there are no Gaelic speakers in Northern Ireland, by which I assume is meant Erse or Irish, and the Scottish items in Gaelic certainly fall on deaf ears as far as this area is concerned.



Alastair Taylor

Recruitment within the Corporation seems to have been overwhelmingly Protestant until the 1960s – though this, as Cathcart points out, was largely a result of the strategy of employing English or Scottish personnel as a means of dealing with a divided society. Here as in other areas, heads remained firmly stuck in sand until the whole landscape erupted in 1968–69.

In fairness, though, the volatility of cultural issues was realized early on; nowhere more so than in the question of transmitting programmes which dealt with Irish history. Music and especially drama could take risks – especially when producers and dramatists as talented as Tyrone Guthrie and Denis Johnston were concerned. Johnston's ambitious "diorama", *Lilliburlero*, which dealt with the Siege of Derry, was warmly received by both communities. But schools broadcasting was handled very gingerly indeed, and a powerful lobby opposed any special series dealing with Ulster's special history. It took the influence of dedicated revisionist historians like T W Moody and J C Beckett, who were afraid neither of the media nor of *haute vulgarisation*, to break the mould with series like *Ulster since 1800* and *Two centuries of Irish history*. But it was not until 1960 that the stonewalling Northern Ireland representatives on the Schools Broadcasting Council gave in and allowed local production in Belfast. Only a year later, the pamphlet accompanying the first schools radio series (*Today and Yesterday in Northern Ireland*) had reached a sale of 10,000. (Meanwhile, ironically, broadcasting in the South had gradually abandoned all support for school programmes, and had also diminished its efforts to expose a largly apathetic population to the Irish language.)

The development of schools programmes in Belfast was indicative of the adaptations being made by the BBC as the crucial decade of the 1960s came to its cathartic conclusion. Cathcart sees the Corporation strategy as developing through three phases: from ignoring the political division altogether up to the 1940s, through attempting to market an essentially unreal consensus view in the 1950s and early 1960s, to an eventual commitment to reflecting both the negative and the positive aspects of Ulster society. Individual Controllers, like Andrew Stewart, were extremely important in this evolution; their attitude to (for instance) the question of party political broadcasts constitutes an interesting barometer of the process. (An agreement between the parties and the Corporation was not achieved until 1958.) But the question inevitably arises of how far the changes in BBC policy simply followed changes on the ground, and how far the influence of the media helped set the pace. Some initiatives, and some programmes, certainly helped broaden the cracks in the façade which appeared from the mid-1960s. But the storm over Alan Whicker's *Tonight* programme in 1958 merely concentrated on the distastefulness of portraying Belfast as a city of betting shops, and the rest of Whicker's scheduled programmes were scratched at the insistence of outraged Ulster opinion. And when the storm broke at the end of the 1960s, the BBC had desperately to try and keep up with a situation which it had no real practice in monitoring (not to mention a lack of the kind of resources necessary to attempt such a task).

In the process, it has developed a reputation with the *Belfast Newsletter* for producing bulletins which are "a diary of the antics of the enemies of Ulster", while the nationalists damn it for providing a craven reflection of the propaganda put forward, not only by the Secretary of State for Northern Ireland, but also by the UWC strikers. (Roy Mason would not agree; his reputation as most hamfisted proconsul yet will be enhanced by the account of his dealings with the media as recorded here.) Perhaps it is inherent in the BBC's position that it can please nobody. There may be a larger analogy here; but it is a strength of Cathcart's approach that he avoids specious parallels and unsound generalizations. This book – painstakingly based on research in broadcasting archives and newspaper files as well as on illuminating interviews – is a uniquely important addition to the historiography of Northern Ireland, and of the Irish crisis.

Will it be published?

Sheila Macleod on five days' tutoring at the Arvon Foundation

The Arvon Foundation is unique. If there is anything even approximately like it anywhere else in the world (and there probably is in America) the feel of the place will not, cannot be the same. For five days up to 16 students are cloistered with two tutors in a remote farmhouse, either at Totleigh Barton in Devon or at Lumb Bank in Yorkshire, with the object of learning to write. There are no newspapers, no television and, unless you take your own, no radio. There are books, there is talk, and there is writing, writing, writing.

This could amount to a punishing schedule, but in fact the Arvon method is pretty laid-back, and no one is pressured into activities which may seem irrelevant to their particular purpose. The intensity of the experience comes less from the structure of the course than from, first, the act of writing itself and, second, the group dynamics. I have just come back from tutoring another fiction course at Totleigh Barton, and I found again that those dynamics, subtly different as they are each time, have a direct effect on the writing produced.

Ours was in a sense a closed course in that all the students had applied through *Cosmopolitan* which annually provides a page of free advertising and a booking form (but no funds). The age range was from 23 to 53 and, perhaps inevitably, all our students were women. (My co-tutor, Michael Baldwin, bore this latter circumstance with exemplary fortitude.). As far as aspirations and standards of writing (in some cases very high) were concerned, gender was of no significance, but I have become convinced over the years that women would-be writers have both different problems and different strengths from those of their male counterparts.

The main problem is not one of technique, nor even (as some male writers have claimed) a narrowness of concern, but, quite simply and plainly, a lack of self-confidence. I am not claiming that the men are always self-confident, but that the women (especially the long-married women) seem to have more difficulty in regarding themselves as primary creative agents. For many writing has been a secret or partially secret activity, to which their nearest and dearest have not been particularly responsive. Often they will not know anyone else who writes or is even interested in the process of writing. So going on an Arvon course promises to fulfil other needs besides learning of formal techniques.

It takes courage to expose yourself not only to two professional writers but to your fellow-students who, however sympathetic they may be, are not likely to react unorthically to your work. But of course this is exactly the sort of courage a writer needs. If you can read to others and accept (or argue with) their criticisms, something has happened, some step has been taken in the direction of professionalism. If you are any good, your work will then become bolder in execution as well as more careful in construction. You will have changed, however subtly, because you will have set yourself in some sort of context and arrived at realistic expectations.

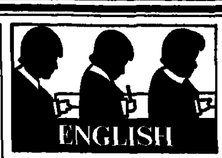
But is this really what it's all about. Am I any good? Is what I am writing worthwhile? Will it be published? Will I earn any money from it? These questions (ultimately unanswerable as they all are) are just as important as those which refer to the construction of sentences, paragraphs or dialogue. They are questions you alone can answer, and your answers will depend on the strength of your commitment. Most people who go on Arvon courses are not and never will be writers – less because they are incapable of learning to write than because they are not, perhaps to their own surprise or disappointment, prepared to commit themselves fully to the business of writing. But some will and do become writers. An Arvon course can explain and to some extent demonstrate what is involved in that commitment, but whether or not the commitment should or can be made must always be the student's own decision.

At the risk of sounding sexist, I have to say that women seem to be less willing than men to commit themselves, more easily discouraged and readier to devalue their own talents. It ain't necessarily so, of course, but there are good social and historical reasons for such a difference, as there are for women's undoubted strengths. I have found on these courses that the women tend to be better than the men at exposing themselves, at being open and sensitive to others, and more particularly to the vulnerable subtext of other people's behaviour and/or writing. "If we were an all-male group," one of the students asked me, "do you think we'd be talking about the same sort of things?" I doubted it. (I also doubt if a man on an all-male course would have asked a similar question.) An all-female group has its own peculiar cohesion which is based in the sharing or pooling of (sometimes very intimate) experience. Although an outsider might dismiss this process as therapy or even idle chatter, I see it as part of the business of becoming a publishable writer: setting oneself in context, gaining self-confidence and arriving at realistic expectations.

I arrived back from Totleigh Barton feeling that I had learned a lot, not only from my (far more experienced) co-tutor but from the students as well. To pay minute attention to other people's writing, to have to make that effort of imaginative and constructive sympathy, can amount to a refresher course, for those writers who, like myself, tend to work alone. We join, as it were, ourselves in context.

BOOKS IN CLASS

Tips, hints and wrinkles



English Plus. By T McSweeney and M Elam. Longman £3.95. 582 33084 X
Certificate English. By A J S Pringle. Oxford University Press £1.95. 0 19 911104 9.
English at 16+. By F E S Finn. John Murray. Student's Book £2.25. 0 7195 4140 9. Teacher's Book £2.95. 0 7195 4141 7.
Exercises in English for 16+. By F E S Finn. John Murray. Student's Book £2.15. 0 7195 4142 5. Teacher's Book £2.75. 0 7195 4143 3.
Steps, Book 4. By Paul Groves, John Griffin and Nigel Grimshaw. Longman £2.95. 0 582 201489.

"Remember: if an apostrophe is used with *its* then it is *always before the 's' – it's*". *English Plus*, subtitled "A Practical Scheme of Work for the Examination Years", is fittingly full of such helpful hints. There are snippets from examiners' reports and other tips and wrinkles scattered throughout its clear, well-organized chapters on comprehension, punctuation, report- and essay-writing and even spoken English. The whole page on the various uses of the apostrophe is a model of its kind: full, accurate and logical. There is even a paragraph explaining that the apostrophe of possession is actually the same as the apostrophe of omission (being derived from a contraction of the Middle English genitive – *the girles room* then = *the girl's room* now). A simple, neat explanation, but who's ever thought of teaching it like that?

There are many similar good things about *English Plus*, notably the thorough section on comprehension which not only includes passages of *modern fiction* (Beryl Bainbridge and Dick Francis will come as great relief to teachers bored rigid by yet more bits from *A Pattern of Islands*) but also relevant non-fiction, poems, photographs and play extracts. There are multiple choice tests and a couple of pages demystifying cloze work. Over all, however, it is the sensitive, caring and informal tone of the book, akin to that of a teacher talking to his own particular class, which makes it a welcome addition to an already overcrowded market.

As even the title suggests, such informality is wholly and perhaps necessarily lacking from *Certificate English* but, not only is the book optimistically offered to O level students in this country, the back cover announces that it has also been devised to cater for the needs of candidates preparing for examinations set by "the West African Examinations Council, the Caribbean Examinations Council and similar boards". Also? Less charitable readers would say principally, for the rubric is distant and lofty ("In this chapter we shall look at two passages taken from past papers . . .") the extracts mostly from non-English writers (Ruth Prawer Jhabvala and several less familiar) and one exercise in the chapter on letter-writing concerned with the correspondence column in the Mpaka *Daily Times*. There is a greater, than average number of photographs – "Cricket on the beach, Barbados", "Street in Rajasthan, India" – but, beyond a picture of football hooligans destroying a goalpost at Wembley, little or nothing with which native British students could identify. Small wonder then if any who are made to use the book react with similarly wild passion.

As an author of textbooks, F E S Finn is prolific – but not as prolific as a glance at John Murray's latest catalogue might suggest. For, confusingly, his latest two titles *English at 16+* and *Exercises in English for 16 +* are virtually the same book. Each has 12 chapters organized on the traditional passage-then-questions-then-essays line. Commendably, these do include short composition and directed writing questions as well as the usual titles for 450 word essays. Equally commendably, there is a well-organized teacher's book containing answers and notes accompanying each title.

Less of a blessing, however, is the fact that only the comprehension questions differ between the two volumes. *English at 16+* has multiple choice questions pitched at two grades of difficulty. *Exercises in English for 16+* has different, more traditional questions of the full-sentence-answer variety, but again graded in difficulty. That apart, the books are identical. Publishers' reps touting both titles round school staffrooms will doubtless explain the efficiency of such an approach: teachers have merely to consult their examination syllabus, discover which style of comprehension is in vogue and order accordingly. Teachers might be a little more sceptical, questioning the morality of teaching to exams like that – even if it does make life easier and cheaper for a publisher.

Other publishers have other, more laudable concerns. Longman seem to use the same design team for all their secondary English books, with the result that there is a consistency about the whole range. Like the preceding three, the fourth and final book in their "basic English course" *Steps* could have been produced by no other house. The clear, easy-to-read format, positively *Guardian*-esque in its profligacy with white space; the generous and effective use of photographs, line drawings and bold section headings are immediately familiar – and an object lesson in how textbooks for the average and less-able student should be produced.

The same goes for the content. *Steps* is a sensible and lively course, concerned with a clear, unfussy transactional English. There are forms to be filled in, letters to be written and plenty of exercises to encourage oral as well as written fluency. In this last book there are also hints and tips on examination procedure; indeed, it concludes with an Examination Checklist. It is very much a summing-up of the previous volumes in the series. The Revision and Further Work sections at the end of each (properly short, approachable) chapter are merely exercises. The rubric introducing one is a direct instruction: "Write apostrophes in these sentences". Conscientious *Steps* students will be able to do so, even if they don't necessarily understand all the Middle English whys and wherefores.

Hugh David

Further Comprehension. Books 1 and 2. By Alan Lynskey and Margaret Stillie. Basil Blackwell £1.35 each. 0 631 90540 5 and 0 631 90550 2
Breakthrough in English: Novel Ideas. By Anne O'Cathasaigh. University Tutorial Press £2.85. 07231 0871 4
Preparing for Examinations in English (York Handbooks). By Neil McEwan. Longman £1.95. 0 582 79223.

Post-Bullock, we are familiar with the kind of claims made by the compilers of *Further Comprehension*: that (despite the grindingly predictable title) the contents of the books are set within a newly intelligible and useful framework. *Further Comprehension*, we are told, has the benefit of the "Barnett taxonomy" within which comprehension is divided into five categories: literal, re-organizational, inferential, evaluative and appreciative. When we see that the majority of passages are from works of imaginative literature for children but that it is only within the "appreciative" dimension that the pupil will be "responding to a passage with enjoyment" we can be pretty sure that taxonomies can promise much and change very little.

Prediction, cloze and sequencing procedures have found their way into these otherwise conventional collections of very brief extracts – but only, for the most part, to prove how infertile they can be as methods when applied without due sensitivity to the quality and character of the material on which they are brought to bear. James Thurber's "The Dog that Bit People" is a delight. The teacher who reads that story well to a junior secondary class has done his proper job with it: he has communicated that delight. What chance has pleasure of any kind (and that includes real understanding, *imaginative* understanding) when, as here, an extract from Thurber's story is reprinted as a cloze exercise, 39 words being omitted, the humour and the point to be laboriously re-instated by the bored or bemused pupil?

Breakthrough in English is, in one perspective, a break *out* of English into that arena where language and literature are seen, in the author's words, as "stimuli to prompt a strong response from the student". This is English as "issues". Ephemera are resurrected from newspapers and Sunday supplements to jostle with prose and poetry of real quality: Barry Norman and *The Sun* on the one hand, Graham Greene and Thomas Hardy on the other. Very occasionally the juxtapositions work. Seamus Heaney's "Bye-child" stands against a prose account of the horrible story that prompted it and the questions that follow draw attention to the distinctive qualities of the respective pieces. Generally, however, works of the imagination are effectively neutralized. When they are not being put into a thematic stranglehold, forced to "stimulate" discussions of "Growing Up" or "Identity", they are subjected to the kind of indignity that befalls Doris Lessing's wonderful story *Flight*. The hapless student who may have come alive to that emotionally complex tale is not going to get away with it: "Choose one of the following emotions: anger, fear, love, hatred or pride and write a symbolic story following the model of *Flight*". Only one thing worse can happen to *Flight* (and to the student) – and it does: a multiple choice comprehension exercise.

Preparing for Examinations in English Literature will have its uses for A level students working on their own. It has useful glossaries of critical terms and of Greek and Roman myths and common sense advice on tackling set books and examinations. It overreaches itself in its 20 page version of English literary history where the inevitably potted and often dubiously accurate characterizations of style will be unintelligible to many A level students ("Pope's couplets were suited to the social, theoretic, satirical, cerebral poetry he mostly wrote"). And any good teacher is going to want to get between his pupils and the advice Mr McEwan offers them on how to deal with "Anthem for Doomed Youth": "Deal first with the technique because that is easy"!

Roger Knight

Term time

Literary Terms and Criticism: A Students' Guide. By John Peck and Martin Coyle. Macmillan £4.50. 0 333 36271 3

This new guide – essentially a dictionary of literary terms – differs from others of its type in attempting to offer "broader ideas about literature" as well as elucidating common concepts. It is also organized differently: a historical survey is followed by sections on poetry, drama and the novel, each with an introductory essay on how to approach the genre; the concluding chapters deal with critical concepts and literary theory. Many individual entries contain advice on how to tackle specific kinds of texts – the sonnet, narrative poetry and the ode among them.

In trying to do all these different things within a limited space, however, the book does few of them particularly well, although the definitions themselves are mostly unexceptionable. An especially irritating feature is its tendency to be dogmatic in its critical comments and over-schematic in its advice to the reader. The opening historical survey, which is so brief as to be almost useless, offers, among other judgements, the opinion that neither Auden nor Greene "is a writer of the first order" – a tenable view, but misleadingly over-confident in a book aimed at the relatively inexperienced.

Some rigidity also mars the authors' guidance on how to read different types of writing: a three-step approach to the sonnet or narrative poetry might look neat, but is likely to be simplistic. And their insistence on analysing nearly every genre and form on the basis of an opposition between order and disorder rapidly becomes wearisome. They might have done better to have confined themselves to the traditional task of a dictionary, of literary terms.

Ashok Bery

IN BRIEF

Macmillan continue to add to their useful Students' Novels series. Recent titles include Mansfield Park and Sense and Sensibility, A Tale of Two Cities, The Rainbow and Silas Marner, with Persuasion promised soon. These paperbacks are excellent value at £1.25 apiece, the full text garnished with a scholarly, informative introduction, full critical apparatus and even some illustrations in each case.

Intended for university students and teachers, Unwin's Critical Library series, now including studies of The Ambassadors and Middlemarch, offers a detailed analysis of each text. £15.00 or £5.95 each.

HOW WE USED TO LIVE
1902 Freda Kelsall 1926

Suffragettes and soldiers, flappers and factory workers – just some of the people in this fascinating record of everyday life in Britain during the early years of the twentieth century. The author has also written the highly acclaimed Yorkshire Television series How We Used to Live, currently being shown on ITV. Packed with contemporary photographs and illustrations, this is a lively and stimulating book in its own right, as well as invaluable background reading for the television series. £5.95
A & C BLACK
in association with Yorkshire Television

Guidance

The Heart of English Nine to Fourteen. By John Pearce. Oxford University Press £4.95. 19 910068 2

This book is described as "a manual which gives teachers of English practical guidance in planning, developing and organizing classroom work". It is written with the non-specialist in mind, suggesting that it is between the ages of nine and fourteen that a pupil is most likely to be taught timetabled English by a general subjects teacher or, presumably, a teacher of, say, PE doing one of those gap-filling stints which lurk in the corners of the secondary timetable. Falling rolls will, it is suggested, make more and more teachers into generalists.

There are three parts. Two are on, respectively Reading and Writing, and there is a final tidying up section called "Bringing It Together". The general approach is practical, so there is a great deal which can be directly translated into classroom use.

Philosophically, the book is very much of the post-Bullock school. That is to say, while it leans towards the idea of language as an organic concept much concerned with creativity and the imagination, it also takes due note of the need for awareness of structure and for the teacher to teach.

There is so much to agree with. Of "Reading Laboratories", for example, ". . . fundamentally the conventional comprehension textbook dressed up in workcard format and wrapped in a largely spurious profusion of grading." Of spelling, "If it can be learned . . . it should be possible to identify the stages by which the learning happens." On punctuation, ". . . sentences and their parts interact so closely with their proper punctuation as to make the latter an integral part of reading and writing skills." And on writing in class, ". . . children who write in silence write between three and six times as much as those who are allowed to chatter, and chatterers never discover what they are capable of any more than do their teachers."

I developed great respect for this book. It is short on jokes and anecdotes, takes itself seriously, and demonstrates the author's impatience with all things vague and woolly. You will look in vain for gardening analogies and flowerings of the spirit, but good sense is there a-plenty.

Gerald Haigh

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THE GROWING EDUCATIONAL PUBLISHER

Perpetual outsider

Rosamond Lehmann: an appreciation. By Gillian Tindall.
Chatto & Windus £10.95. 07011 7206 6. £4.95.

Rosamond Lehmann is 84 this month and in honour of a distinguished writer, whose works were long out of print, Gillian Tindall offers not a biography, but a biographical appreciation of the writer and her work.

She argues that "the most important thing about a writer is that he or she writes – that he or she creates an extraneous world for the imaginations of other people to inhabit"– a sentence from which it may be seen that the writing is not elegant, and the thought behind it, which is considerable, is not particularly well expressed.

Rosamond Lehmann's first novel, *Dusty Answer*, was published in 1927. It was a best seller, and a *succès de scandale*, much to her surprise. In the 1930s she wrote four novels (*A Note in Music, Invitation to the Waltz, The Weather in the Streets, The Ballad and the Source*) and some short stories. *The* [illegible] *Line of Life* [illegible] *Echoing Grove*, which she herself thinks her greatest, appeared in 1953.

The sudden death of her beloved daughter Sally in 1958 was followed only by the autobiography, *The Swan in the Evening* (1967) and *A Sea Grape Tree* (1976) a novel which had none of the success of the earlier books. In 1981 Virago Press, with enthusiasm and courage, reprinted most of the novels, and they are now all in print, beginning a renaissance for the reputation and influence of the author.

Gillian Tindall's view is that the first five novels represent a working through of a theme – the cycle of experience of the "Lehmann woman" beginning with charming and insecure young girls, like Olivia in *Invitation to the Waltz*, and ending with the far more complex emotional catastrophes of *The Echoing Grove*. To her, it appears that the body of work was complete before the emotional shock which silenced the novelist for almost 30 years.

The book is interesting, but irritating. Toothgrinding moments occur, as when the Lehmann family is described as "culturally distinguished", but there are also moments of great insight and perception. She is good on the male characters – none of them particularly appealing, but all seen through the eyes of a woman, blind with love. The novels, though set in the days when girls and women had no real careers open to them apart from marriage and could spend their time dreaming and thinking of love and longing, still strike the woman reader as totally accurate descriptions of female sensibility. Explorations into water imagery, the role of the mother, the number of dead birds in the books, are interesting, but hardly essential reading.

While declaring that she does not wish to parallel the life of the author with events in the novels, it is impossible not to do so. Sometimes this gets a little far-fetched. Rosamond Lehmann's life has not always been happy: both her marriages broke up, and an association with C Day Lewis, which lasted for nine years, ended sadly. The image of the faithless lover [illegible] constantly, [illegible] identity or betrayed. The workings of a man's mind are a mystery to the heroine, feeling, as she does, that she is a perpetual outsider, denied the key to bring a success in the world, like the other, more confident people she sees around her.

Gillian Tindall gives only a few pages to *The Swan in the Evening*, which put forward some of the views which have preoccupied Rosamond Lehmann since the death of Sally – the spiritual quest for a bond with a much loved person – and she has found a strong belief in life after death (described here as "an organized and heartfelt belief-system"). Gillian Tindall does not share this belief, on which she has nothing to say, leaving an impression that Rosamond Lehmann's life has split into two. Others might feel that the progression and growth in the novels and the search for the "belief system" were all one in the story of a soul.

Philippa Toomey

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National markets

The Perspective of the World: Civilization & Capitalism 15th–18th Century. Volume III. By Fernand Braudel.
Collins £18.95. 0 00 216133 8.

Braudel's learning is so vast, his mind so keen, and his prose (admirably translated) so clear that interest never flags. His baseline is the capitalist city-economies connected by swathes of activity around lines of communication, eg that joining North Italian cities with the group centred on Bruges and the Hanseatic towns. These were followed by Venice, Antwerp, Genoa, and Amsterdam. The non-appearance of Paris is attributed to France's failure to exploit the Champagne fairs which collapsed during the 14th-century recession.

When Amsterdam eventually yielded the palm in the late 17th century it was to one of the new national markets: England-plus-London. The two were inextricably linked – England's population in 1700 was inferior to that of France, Germany, Italy, and Spain, yet London's 550,000 inhabitants made her by far the largest city in Europe. England raced ahead during the 18th century whereas France, despite her impressive natural resources and convenient geographical shape, did not. France was perhaps too big: her national market did not coalesce until the coming of the railways (or, as one cynic suggests, will not come until she has a telephone system of American efficiency). England, however, developed not only a national market but also financial self-sufficiency. Its keystones were a sound currency (the pound's intrinsic value did not alter from the recoinage of 1560/62 until 1920) and the development of banking in the late 17th century. Private banks were important in providing effective paper money. The Bank of England, founded in 1694, promptly lent its capital to the government, thus establishing the National Debt which at first seemed a millstone but in the long term guaranteed stability.

Braudel then turns to the Industrial Revolution. If population growth and domestic demand were preconditions, the "takeoff" is linked firmly to England's domination of the world economy. This was glimpsed in 1713, pretty clear by 1763, and incontestable after 1783. Paradoxically, during much of the period of "exploitation" European aggression was directed [illegible] regions that were more populous and much richer. The English [illegible] American colonies were far wealthier than the mother country. Japan was already rich, China very rich, [illegible] India was doing surprisingly well. The drastic falling-behind of the underdeveloped nations occurred after the European takeoff in the late 18th and 19th centuries.

Generalization on this grand scale depends on detailed research, and the collection of articles on English towns is a useful contribution. An excellent piece on Totnes houses places them in the context of local economic growth and contraction, though it is mainly concerned with building typology. The outstanding essay is that by Peter Clarke on the civic leaders of Gloucester from 1580 to 1800. It confirms worsening corruption from the late 1580s; shows how establishment and populist groups in the corporation fought for power; and traces the political activities of a Puritan clique that led resistance to royal interference in the 1630s and held out in 1642 against the king's army when most of the county had capitulated. Interestingly, the local gentry did marry into the "trade" – evidence which runs counter to Professor Lawrence Stone's recent hypothesis.

Lindsay Boynton

Tired, but triumphant

Lloyd George: From Peace to War 1912–1916. By John Grigg.
Methuen £19.95. 0 413 46660 4.

The opening of the third volume of John Grigg's consistently judicious and comprehensive biography of Britain's most imaginative and innately gifted 20th-century politician finds him tired but triumphant, with his great National Insurance Bill securely [illegible].

To term the three years before the outbreak of Armageddon a trough in his career would be to overstate his slightly diminished centrality to the government's fortunes at that time. A somewhat ill-prepared campaign for land reform (its opening shots, some splendidly inflammatory speeches to mass audiences at Bedford) withered away with the advent of war.

When LG addressed the Liberal faithful at Bedford, he spoke, appropriately enough, at the Skating Rink; for he was, as two early chapters remind us, on exceedingly thin ice himself in two aspects of his life at this time – in his monetary and in his emotional investments.

The author's concise account of "The Marconi Scandal" (Frances Donaldson's remains the definitive study) ends with a tough verdict on the Chancellor's "indiscretion" – to put it no lower. It was not until the end of 1922, after six years as Premier, that LG was to fall, "never to rise again". Without the government's [illegible] majority at the end of the Marconi debate, he could easily have fallen forever in 1913 – with immeasurable consequences for the nation. The other sensitive area was his endless liaison with Frances Stevenson. Rapidly advanced from Megan's bed to day tutor to amanuensis to mistress *sans titre*, Frances was soon the [illegible] pin of his private life.

It was with Europe's precipitate plunge into war that LG's star [illegible] began to rise again. Successively Minister of Munitions and Secretary of State for War, he had, by the end of 1916, become the inevitable replacement for the increasingly [illegible] and gripless Asquith. "Squiff" may have been, in Churchill's words, "supine" and "sodden", but he was now no longer "supreme". "The Welsh Wizard" had spells adapted to every caller and every occasion, but he was nowhere more magical than in the use of language. John Grigg's [illegible] breathed and unfailingly readable life continues to be one of the glories of contemporary biography.

Martin Pugh

Peppis

The Journal of Emily Pepys. Introduction by Gillian Avery
Prospect Books £7.50. 0 907 32524 6.

They pronounced it "Peppis" rather than "Peeps", but 11-year-old Emily, whose brief diary is here brought to light, was a collateral descendant of Samuel (a great-great-great second cousin or something like that). She was the youngest daughter of the Bishop of Worcester, and was living at Hartlebury Castle during the six months covered in these pages, from July 4, 1844 to January 26, 1845.

Life was fairly uneventful – at least until the Great Schoolroom Fire on Christmas Day. Games were played with older siblings: archery, trap-ball, "Sham-fight" (and she hacks a chunk out of brother Herbert's hand, messing about with knives at table). Visitors come and go: forward children and over-jocular adults. Books are read: *Pickwick* and (!) the *Life of Lord Eldon* ("but I daresay in a little while it will get too political"). Above all there are the dances – dozens of them, sometimes going through to four o'clock in the morning – although Mama, whom Emily seeks to please before even God, does not approve of waltzing.

The pleasure of this charming book is not so much in these gentle records as in the personality of the diarist herself: writing at a point of balance between guileless child, who confesses to looking up Anatomy and Midwifery in the encyclopaedia when Mama is out, and poised adult ("we ladies"). It is a moment beautifully caught in her plain, sure prose. How many Bishop's daughters could write so well today?

Brian Alderson

Parsonal

Paupers and Pig Killers: The Diary of William Holland, A Somerset Parson 1799–1818.
Edited by Jack Ayres.
Alan Sutton £5.95. 0 86299 052 1.

This highly entertaining addition to the list of an enterprising Gloucester firm is another challenge to Woodforde's position as *the* parson diarist of late 18th-century England.

Indeed Parson Holland's consistently lively journal, with its expeditions to Bristol, Bath and London, as well as its meticulous charting of the minutiae of life in deepest Somerset, covers quite as much ground as its rival and has a greater variety of tone. Many of William Holland's entries have a censorious and acerbic edge absent from the chronicles of his gentler, milder counterpart. He castigates friends and relatives, servants and parishioners with equal relish; has, as a native of Denbighshire, a low opinion of the Somerset folk he finds himself among ("None but a Somersetshire Booby could make so many blunders in one simple action") and a special detestation of Methodists, Catholics and Democrats. In fact, the very first entry in 1799 starts jollily with "Saw that Democratic hoyden Mrs Coleridge . . . not surprised that a Democratic Libertine should choose her for a wife" (so much for the author of *The Ancient Mariner*).

Ably abridged, linked and edited, and admirable both for dipping into and for extended reading, this Diary of the Vicar of Over Stowey is a real find.

M F

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A place in the galaxy

Margaret Mann on governing bodies

School Governing Bodies. Edited by Kogan, D Johnson, T Packwood and T Whitaker.
Heinemann Educational Books £8.50. 0 435 82512 7.

His obituaries will surely credit Sir Keith Joseph with a remarkable talent for bringing issues into the open. Last year's debates about the consultative paper *Parental Influence in Schools* concentrated our minds wonderfully. What would happen to the complex network of relationships in our education system if parents formed a majority in every governing body, and these governing bodies had the enhanced powers suggested in the Green Paper?

This Green Paper stimulated a short and furious debate and Sir Keith retired to reconsider the issues.

A report in last week's *TES* suggests that he is going to increase the number of parent governors to match the representation from the local authorities. Perhaps he has taken the message from this book.

The 1944 Education Act gave governing bodies a place in the galaxy. Bodies like CASE, ACE and NAGM have ensured that the case for strong and respective bodies has remained in our collective consciousness. The Auld report on William Tyndale School, the Taylor report and the 1980 Act marked small milestones on the road. But for all that, the authors of *School Governing Bodies* have to say that the governing body is still "characterized by lack of corporate identity" and by "intermittent contact with the day to day life of the school".

The book reminds us that the governing bodies are at the intersection, and lie under the shadow of two strong institutions, the school and the local education authority. They operate at the point where professional, administrative, and political authority meet. Small wonder then that there are many different expectations of governing bodies, and that they themselves sometimes feel confused.

Local authorities also have diverse and sometimes conflicting expectations of their governing bodies. A governing body may be regarded as a) intermediary between a school and its l.e.a., b) an executive body, c) a forum for local accountability, d) a part of the local consultative network, or e) a support system for the school. Some l.e.a.s hope that governing bodies will make positive contributions to shaping l.e.a. policy and others that governors will make a contribution to a school's scheme of self evaluation.

Lay governors may find requests like these particularly hard to cope with. In trying to understand and assess the workings of their school they may have to rely on professional interpreters. This gives the professional members a stronger position. The inequality of membership may add to the difficulties a governing body is bound to experience in reaching a collective viewpoint which embraces the varying knowledge and interests of the different groups of members: the controllers, the providers and the consumers of education.

The way in which governing bodies work does little to overcome these difficulties. In the authors' experience they "do not normally give open and frank consideration to the qualities and capacity desirable in a chairman", though their choice "can make a considerable difference to the positions of the governing body" in the local pattern of "checks and balances".

Meetings are infrequent, so the governors have little chance to develop a corporate identity. The members do not control their agenda, which may range widely over procedural matters, educational policy, school objectives, major management issues like falling rolls and the availability of staff, to assorted day to day matters. Meeting perhaps only once a term, the governors may have little recollection of last term's business when next they meet.

When governors agree to a resolution they usually address it to the l.e.a. Not one governing body in this survey framed a resolution which required consideration by the teachers. That says something about how the governing body sees its relations with the school.

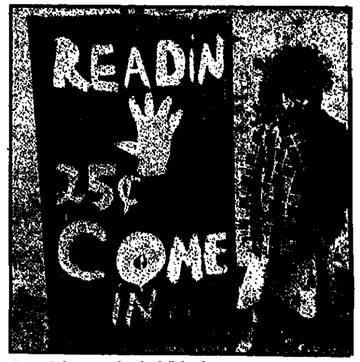
School Governing Bodies is based on research funded by the Department of Education and Science. The work of the governing bodies in each of four very different l.e.a.s was studied in depth. Though the sample is small, the authenticity of the book's analysis and findings is a striking tribute to the fieldwork.

Maurice Kogan as editor and Daphne Johnson as director of fieldwork have been remarkably successful in leading their team to the joint authorship of a most valuable contribution to the literature on school governing bodies. For many readers, the tables which summarize much of the argument will be particularly helpful.

But *School Governing Bodies* is much more than the report of a survey. It is a profound and sometimes disturbing analysis of authority, power, and relationships in our education service. In this somewhat confused network it is no great surprise that governing bodies suffer from "a peculiar lack of identity and sponsorship".

The most disturbing conclusion comes *en passant*, in a chapter on the professional dimension in school government: "It is no longer clear whether the client is the child or the state". If parent power would clarify that issue we would all be voting for the Green Paper.

Norman Evans



Outside school in a US mining town, 1938, – an illustration from Public Schools in Hard Times: The Great Depression and Recent Years, *by David Tyack, Robert Lowe and Elisabeth Hansot (Harvard University Press £16.00).*

Systems

Understanding Student Learning. By Noel Entwistle and Paul Ramsden.
Croom Helm £14.95. 0 7099 0921 7.
Live & Learn: An Introduction to the Psychology of Growth and Change in Everyday Life. By Guy Claxton.
Harper & Row £4.95. 0 06 318277 7.

These important books are highly topical. In concentrating on learning, they explore the fundamental problem at the heart of current controversy about ensuring professional standards through appraisal systems – finding a reliable relationship between what a teacher does and what a student learns, and the means of expressing accurate comparisons between different classrooms, different teachers and different pupils/students.

Understanding Student Learning is concerned with undergraduates. Entwistle and Ramsden have produced a small version of a major research report with evidence at every turn. They demonstrate that students learn most when they feel that their teachers are interested in them as people, when assessment procedures are seen to support their learning, and when they have some choice. Only after that is there much point in talking about the content of courses.

Live & learn is a general introduction to the psychology of growth and change. Guy Claxton relates his fully documented material to the theme that life is continual learning, so that the key psychological issues are what facilitates learning and what inhibits it. His chapter on teaching should be required reading for teachers: it poses the questions which lie behind systems of appraisal, using an entirely different approach route from Entwistle and Ramsden.

Norman Evans

CHILDREN'S LITERATURE

Selkie. By Kenneth Lillington.
Faber £5.95. 0 571 13421 1.
The Other Side. By Jacqueline Wilson.
Oxford University Press £6.95. 0 19 271501 1.
The Ghost Within. By Alison Prince.
Methuen £5.95. 0 416 46770 9.
Letters of Fire and other unsettling stories by Adèle Geras.
Hamish Hamilton £5.95. 0 241 11268 0.
Ghosts at Large. By Susan Price.
Faber £5.95. 0 571 13282 0.

In *Selkie*, Kenneth Lillington has produced a book of poised and sombre power. Its detailed evocation of the late 1930s is a remarkable achievement; all the more so because the book is no static period piece, but a lively story in which the unearthly eternal beauty of a seal-woman is set against the grubby and transient self-interest of man. The central character, a 17-year-old girl, grows up sharply and painfully when she tries to protect the beautiful Selkie from the narrow intolerance of the Cornish villagers who seek to humiliate and degrade her.

Lillington has taken a clichéd situation – the newcomers to a remote village who are unaccountably spurned by surly and superstitious locals – and made of it a fresh and moving tale. In its weaving of the supernatural into the everyday, and in its portrayal of the confusions of adolescent love at the mercy of class prejudice, *Selkie* has some of the flavour of Garner's *Owl Service*, though without that book's claustrophobic intensity and intricate poetry. A short postscript set in the present day will challenge many readers' assumptions about what they have just read.

Jacqueline Wilson's *The Other Side* is superficially just another adolescent problem book, piling agony after agony on its fat, unhappy protagonist. But it too surmounts a clichéd premise and offers access to genuine and unstereotyped emotion. Jacqueline Wilson does not try to make Alison likeable: only to make her real. That she can allow Alison to act with spiteful selfishness yet never lose her the reader's sympathy shows a subtle and firm control over the narrative.

When Alison's sourly middle-aged mother has a nervous breakdown, Alison and her young brother have to go and live with her divorced father and his new, youthful actress wife and precocious stepdaughter. Alison is suffering the double grief of her loved grandmother's recent death and her mother's rejection; she is determined to hate everything about her new life, and makes herself a vindictive nuisance in her father's household. Her only consolation is her secret conviction that she can leave her body and fly, surveying the town, observing friends and enemies, and, in one poignant episode, visiting her dead grandmother, miraculously alive again.

Commerce between the living and the dead is of course an old staple of narrative. The market for ghost and horror stories is seemingly inexhaustible. Both Alison Prince in *The Ghost Within* and Adèle Geras in *Letters of Fire and other unsettled stories* provide workmanlike, readable additions to the genre. The trouble is, the predictable scenes enacted in both these books are now too familiar to have the necessary estranging effect to be truly unsettling. The best ghost stories can make an incisive revision of our conception of what is "natural"; these set out merely to frighten. Their success depends on the reader's willing collusion with the author in a game of patterns and expectations. The shocks on offer are safe, and never involuntary.

The literary ghost story – despite extensions of its scope by writers such as Philippa Pearce and John Gordon – is effectively played out. The most noteworthy writer of ghost stories today, George Mackay Brown, works against the M R James grain, looking instead for a model to the ambiguous moral explorations of the traditional tale. Susan Price in *Ghosts at Large* retells 12 traditional stories in a rather bland and padded prose that lacks resonance.

Even so, the insinuating quality of these ambivalent stories – as often farcical as they are chilling – makes impossible the sort of cosy reading that *The Ghost Within* and *Letters of Fire* invite. They ask fundamental questions – what would happen if ob one died? What would be the rewards of personal immortality? – and answer them with images open to varying interpretations. *Ghosts at Large* is not a very good book, and more forceful versions of its most striking stories – "Death and the Soldier" and "Where Neither Age nor Death is" – are readily available elsewhere; but it is a refreshing reminder that there are other possibilities for the narrator drawn to the eerie and macabre than simply to ring the changes on the tired old literary conventions.

Nell Phillip

PAPER BACKS

Euripidis Fabulae Volume I, edited by J Diggle (Oxford £7.50), comprehensively eclipses Murray's edition. It contains some of the more commonly read tragedies, notably *Medea* and *Hippolytus*, the text which is printed in Scaford's brand-new Oxford commentary on *Cyclops*, and, as one would expect of the Orator of the University of Cambridge, an introduction in beautiful Latin. No doubt because it was type-set in Cambridge and not Hong Kong, it is also prettier (lunate sigmas, adscripts iotas and all), but it is very regrettably glued and not sewn, so that the pages tend to fall out.

The publication of Lucretius' *De Rerum Natura V*, edited by C N D Costa (Oxford £7.50), should encourage examining boards to include this very interesting book, with its account of man's evolution towards civilization, in their syllabuses. The text printed is that of Bailey, which is now a little out-of-date, and it is not an especially attractive book, but at least it is not impossibly expensive.

Keith McCulloch

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ARTS

Invisible Kids.
Unicorn Theatre, until February 17.

'Invisible Kids'

Sgak and skag

by Hugh David

Kids are invisible, believes the Canadian children's theatre director Dennis Foon. Or they might as well be. As adults we are too ready, he says, to confuse child-like with childish, and apparently totally unaware that the problems which confront children today are exactly the same as those which worry us.

These somewhat radical and very literally child-centred views are at the heart of both *New Kid* and *Invisible Kids*, two short plays which he has both written and directed for the Unicorn Theatre, London. The first, based on his earlier, highly successful play, *New Canadian Kid* (originally produced by Foon's own, Vancouver-based Green Thumb company) looks at the problem of immigration, but through the eyes of the immigrant. Nick, a young "Homelander" who has come to this country with his family, tells us exactly what it feels like to be exposed to an alien and frequently hostile culture. Shows us too, for in a neat reversal of the expected norm, Nick and his family are the only characters to speak English. All the others, his school-friends and persecutors, speak Gibberish, a nonsense language just close enough to English for us to follow what is going on: certainly the "moths homeworko" on the blackboard needed to translation. Unhappily, Nick does not fare too well, and is branded a "sgak".

Researched by Foon in various London schools, the play paints a none-too-complementary picture of life on the playground. If it is any consolation, Foon believes that, coming to England, Nick would fare rather better than a comparable immigrant in Vancouver.

Racism, albeit of a more institutional kind, is also the theme of the second play, *Invisible Kids*, which through its use of disco music, humour, slang and specific reference can also be seen as a concise summary of Foon's style. The storyline is unpromising: Georgie, an immigrant, cannot go on the school trip to Calais because she has not received British naturalization. Outraged, several of her classmates boycott the trip in sympathy, organize a petition to Mrs Thatcher and collect more than 200 signatures. With an eye to the real world, a copy is also despatched to *John Craven's Newsround*. Yet out of this (apparently true-life) tale Foon has fashioned a funny, moving play. The issues are serious but enlivened by knowing nods in the direction of BMX bikers and the current *Ghostbusters* craze. If he wrote for and about adults Foon's work would be playing at the Royal Court or – all other things being equal – the Cottesloe. As it is, these two plays for children are some of the best work to have been staged at the Unicorn for quite a while.

Chase the Dragon.
Snap People's Theatre Trust Tour

Welcoming *Chase the Dragon*, a play for young people which graphically explores the dangers of heroin addiction, Mr John Woods, East Hertfordshire Divisional Education Officer nevertheless felt bound to point out that perhaps there were areas of the country in which it would have been more relevant than rural Herts and Essex. "We haven't had any instances of drug offences reported in school time in East Herts, although we have been made aware of instances of glue-sniffing out of school", he told the local paper.

Well, he would, wouldn't he, cynics might feel; although to judge by the naive and very genuine questions by a fifth-form audience after a performance at the Alec Hunter School, Braintree, he is very probably right. Even so, the play (which is touring schools and youth clubs in Hertfordshire and Essex) still serves a useful purpose.

Set squarely amid the squabbles of a middle-class family, it charts the decline of a rather likeable lad called Mervyn from his early experiments with "skag" to the depths of main-line addiction. There are two parallel tragedies. Mervyn himself does not realize what he is doing until it is far too late. Even when he has started stealing to pay for his heroin he still believes that he is "not addicted – though I might feel a bit rough if I don't have any". Sadder still is the fact that his family, variously preoccupied with homework, overtime and the need to buy a microwave oven, never really notice what is going on.

Although the script is rather too neatly schematic (and in one scene woefully inadequate) and the production – quite properly – avoids any explicit use of needles or silver foil, *Chase the Dragon* is still a hard-hitting piece. To a large extent this is due to an extraordinarily detailed and well-observed performance by Andrew Ashby as the young addict. Hunched and shivering, he is a pitiful and fully-rounded character, and disconcertingly remains so in the question-and-answer session which follows the play.

Further details from Snap People's Theatre Trust, telephone Bishop's Stortford (0279) 503066 or 504095.

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TES/RA

Compete!

The initial response to the playwriting competition announced in October by Mobil and the Royal Exchange company in Manchester has taken its organizers by surprise. Nearly 4,000 requests for the rules have come in from 26 countries including Bolivia, Fiji and Finland as well as the English-speaking sub-continents. (The first script came in two weeks after the off – handwritten, and from a child of 10. This, incidentally, is not a competition for children.)

David Fraser, of the Royal Exchange, reports that the Mobil money has attracted a further business sponsorship award of £20,000 from the government: this, he says, will be spent on promoting the competition "to get to the untapped market – people who may never have put pen to paper before". The prizes of £10,000, £5,000 and £3,000 (and with a further £3,000 for the best play set in the North West by a writer resident there) depend on an impressive panel of judges: Melvyn Bragg, Alan Bennett, Michael Codron, James Maxwell, Joan Plowright and Willy Russell. (Full details from 061–833 9938.)

Texaco have meanwhile announced their third playwriting competition for the National Youth Theatre: prizes of £3,000, £2,000 and £1,000 will be awarded, and £500 to the most promising playwright under 21. Plays "should be relevant to the lives of young people today and suitable for the young members of the NYT" – and those requiring large companies will be looked at with special interest. Bryan Forbes, Diana Quick, Simon Ward, Michael Coveney, Nicola McAuliffe, Paula Wilcox and Christopher Short (winner of the first prize in 1983 and 1984) will judge; the closing date is April 30; full details from 01-837 0118.

From British Airways – "The World's Most Poetic Airline" – comes sponsorship for a new Commonwealth Poetry Prize under the aegis of the Commonwealth Institute. £5,000, £2,000 and £1,000 are to be disbursed after a competition open to all published poets currently citizens of Commonwealth countries. The novel – and for the judges problematic – aspect lies in the huge number of languages eligible: for this purpose the world has been divided into five "areas", each with its own jury. Full details from 01-603 4535.

The Mobil winner(s) will be published by Faber, "circumstances permitting": Faber are also one of the supporting organizations for the Observer and Ronald Duncan Foundation International Poetry Competition now being held on behalf of the Arvon Foundation. Prizes of £5,000, £200 (five) and £100 (ten) are to be won; closing date May 31, 1985; details from 070–681 6582.

MC

Thread of destiny

WNO Opera Workshops
Hippodrome Theatre, Birmingham.

The sheer power of the singers' voices is one discovery from Welsh National Opera's current workshops for Birmingham schools which has most startled and impressed the 200 11–13-year-olds who have been arriving every Monday for the last month at Birmingham Hippodrome; for the next "episode" in the making of an opera – specifically *Carmen*.

In the theatre's dance studio those voices are thrilling indeed, dominating the whole space and compelling attention, the words for once fairly easy to follow, as members of the company introduce the people in the story and sing excerpts from the score which most clearly define their characters.

Session Four is on plot and character and producer Aidan Lang has a wealth of audio-visual materials, and four live opera singers, to demonstrate the way Bizet's opera grew out of the original Mérimée story; how the music expands and embellishes certain areas of the plot, traces a thread of "destiny" through the story and illustrates personality and feelings. Videoed excerpts from Peter Brook's *Carmen* and the musical *Carmen Jones* showed the process of interpretation and adaptation constantly recurring and the children polished up their own singing of the Toreador song WNO's Escamillo, Henry Newman.

Earlier sessions have covered Design and Stage Management, Singers and Voices, Technical Production, and Props, Wigs and Wardrobe. The last session, timed to precede a visit to the WNO *Carmen* at the Hippodrome in March, will draw together material from the "lessons" and the children's own follow-up work with their own workshop presentation in school.

Sue Harries, WNO's education officer who has organized the series, is determined that opera should be more familiar and accessible to young people. "Too much mystery and illusion simply creates alienation" she says. "My intention is to make their visit to the theatre a thrilling experience, not a puzzling, bewildering one."

Ann FitzGerald

Art lines

Investigating Art. By May Keightley. Bell & Hyman £5.95. 0 7135 2446 4.
Draw. By Jeffrey Camp. Dorling Kindersley £7.50. 86318 039 6.

To work through the progression of experiments contained in May Keightley's book would expand any young person's scope and visual awareness. However inexperienced teachers may groan when they see some of the hackneyed suggestions, which include the old faithful "take a line for a walk". In short, this book would be appreciated most by an unjaundiced youthful beginner for whom it would provide a fund of exciting experiments.

Another useful book, *Draw*, now in paperback with a congratulatory foreword by David Hockney, provides a work sequence best embarked on by students who are either dissatisfied with their art tuition or by those who are eager to experiment in their own time. Working through the various graphic explorations would strengthen the vocabulary an artist needs.

Betty Tadman

Animal Forms is the title of a "design resource book" collected and arranged by Nigel Billington and John Jeffery (Longman £5.95. 0 582 21141 2), in which engravings of birds, fish, butterflies and crustacea are offered for use in a wide variety of crafts. The collection is also available on single sheets

ARTS

Rich kids get dumber

Robin Buss on the history of television

Television.
ITV, Tuesdays from February 12, 8.00–10.00pm.
Television: a History. By Francis Wheen.
Century Publishing £12.95. 0 7126 0929 6.
Made for Television: Euston Films Limited. By Manuel Alvarado and John Stewart.
BFI £5.95. 0 423 01310 6.
MTM "Quality Television". Edited by Jane Feuer, Paul Kerr and Tise Vahimagi.
BFI £18.00 and £8.95.

Television is quite keen on history, except its own. Apart from documentary or dramatized excursions into the past, it does a fairly good job on cultural history, especially cinema, and *TV Times* and *Radio Times* show no compunction about putting a date on those "vintage" movies of the Fifties and Sixties (which often turn out to be ones viewers of my vintage saw when they were first released). But a re-run of *Callan* has you peering at the credits to read the Roman numerals (*emcee-emet-exec. . .*, and so on) before you can discover the original date of transmission. Much early television was recorded, run and rubbished by producers who had a disarmingly low opinion of the value of their work.

Yet, as the current Granada history of the medium points out, television is a cultural and communications phenomenon with tremendous implications for the social and political history of the modern world. A Chinese Communist, asked about the significance of the French Revolution, is supposed to have answered: "it's too early to say"; and perhaps a comparable sense of awe has so far inhibited the makers of television from trying to assess its power. There are some 2,500 billion viewers in 162 countries, and the output of new television sets is more or less equivalent to the global birthrate. And power is what it is all about: the selling power of advertisers and politicians, the power to influence minds, to alter opinions, to "inform" or to "educate"; or simply the power to glue 83 million Americans to a single episode of *Dallas* and to ensure that the technology that accomplished the moon landings was admired, as long ago as 1969, by 723 million viewers around the world.

Indeed, "Vision of Power" was the title of the first episode in the Granada series and power is the underlying theme of all 13 episodes, as well as preoccupying Francis Wheen in the book which accompanies them and the authors of the two studies of television production companies also reviewed here. Large numbers of people, whether marching in support of a cause, voting, revolting or merely slumped in front of the idiot lantern, mean power. And their liking for *Crossroads* or *Dallas*, which may seem funny to some, is no joke, especially to the manufacturer of vermouth or the politician fine-tuning his or her image before an election campaign. In literature villains are identified by what they do, on television by how they look, and no would-be president can afford to leer like J R Ewing while promising honest government and an end to corruption. The story of how US presidents, from Eisenhower to Reagan, have learned to blur issues and sharpen images has already been told and *Television* examines the various ways in which their experience has been modified to apply to different political regimes.

Addicts tend towards a norm: "poor kids get smarter, rich kids get dumber", said an American professor, summing up television's influence on the young – a much-debated topic. No evidence was given in support. Perhaps the medium is too novel and too pervasive for us to discern precisely where its effects begin and end. Did it shorten the Vietnam War or advance the Civil Rights movement? What part has it played in Ulster, the Middle East, East Europe? Will Coca-Cola bring a cultural revolution to China? All you can say for sure is that colour television made Steve Davis a millionaire. Otherwise, the evidence offered by the series and the book tends to be largely anecdotal and, in Wheen's monochrome style, the accumulation of anecdotes makes dull reading, despite the illustrations. The television series, on the other hand, promises a mass of fascinating material, with echoes of other times and glimpses of other countries, the credit titles offering an irresistible invitation. Perhaps it was all designed, book and series, to demonstrate the superiority of the image all over the written word.

Superiority, once more, in power, to enchant and to persuade. In Tokyo, they would have us believe, the average family watches eight-and-a-half hours every day and school lessons are broken into fifteen-minute segments to make them acceptable to minds attuned to commercials. In San Quentin jail, lifers get degrees and stay sane by viewing: it is the only way they can relate to the real world outside. The citizens of Tokyo may have opted for a similar imprisonment: rich kids get dumber. Acquiring real understanding is hard work and whoever invented real life forgot to do the necessary market research, to find out just how we like it. Television repairs the omission. "There are no poor in the Philippines" (so, logically, they don't need their own programme). Conversely, if it's not on television, it probably doesn't exist.

Violence is real enough and television has never shunned it. It comes in all forms, from the make-believe of *The Avengers* to the disbelief of seeing a Vietcong suspect executed for the newsreel cameras. The more often they run that piece of footage, the less real it seems. More and more, as you try to grasp it, it recedes. Curiosity replaces horror, then, at last, indifference. There are theories about repeated exposure to such electronic images and, needless to say, they cancel each other out. Maybe we become immune, yet the actuality of what was being done in Vietnam; brought home night after night on the screen, is said to have hardened opposition to the war. There is also a theory that a concentrated dose of rapes, murders, muggings and other forms of grievous bodily harm breeds feelings of insecurity and makes us more repressive and likely to favour the counter-violence of the state or the vigilante or the politician who promises law and order.

It all seems as unprovable as the assertion that Shakespeare, if he was alive today, would have been writing for television. Reading some of the contributions to the two BFI studies of Euston Films and MTM, you'd think he was. Both books are very good on the history of the companies and the way in which, on both sides of the Atlantic, the structure of an episode in a series like *Minder* or *Hill Street Blues* must be fitted to conform with the demands of transmission times and commercial breaks, as well as audience expectations or supposed audience expectations. Their analysis of this, sometimes through such documentary evidence as the original format for *The Sweeney*, their emphasis on the teamwork involved and their general assertion that the output of these two companies has been consistently better than average, are unexceptionable. But better than average, is, frankly, not that good. To speak of *Lou Grant*'s "great accomplishments on a creative level", to describe individual episodes as "spellbinding", "wonderful", "delightfully orchestrated", is to aspire to the critical standards of a pop record promoter plugging a new album; and Christopher Wickings's cautious remark that "it would be foolish – and quite wrong – to suggest that every one of *Lou Grant*'s 113 episodes is some kind of masterpiece", implies that most (or at least some) of them were. Compared to what? Given no context, the word is a meaningless burp.

In the chapters on *Lou Grant* and *Hill Street Blues*, I could have done with less hype and more considered analysis of what made the series different and, especially, why their treatment of certain themes can be seen as so daring in the context of American television entertainment. Both Euston Films and MTM have, in slightly different ways, been constricted by the demands of the ratings and other commercial or financial pressures. Each episode of *The Sweeney* had to involve three major speaking parts only, be shot within 10 days, on not more than 10 locations, all within an hour's driving time from Hammersmith. This reversion, for budgetary rather than aesthetic reasons, to the three unities of time, place and action suggests that Racine, not Shakespeare, might have found his niche writing for the box. Probably not. Poetry is indeed born of constraints, but they are not the constraints imposed by a mass of audience, nervous executives and 15-minute stanzas punctuated by toothpaste commercials. Power, not poetry, is what shapes television.

Joan Miller, the so-called Switchboard Girl who introduced the BBC's "Picture Page" magazine in the 1930s.

'Lux' soap

Just before BBC television introduces us to the *East Enders*, Radio Luxembourg has brought us The Skinners. (Yes, in case you didn't know, "Lux" is still there on 208 metres.) This new soap opera is broadcast in five minute episodes on Tuesdays, Wednesdays and Thursdays at 7.20pm, and is about a moderately everyday Cockney family. Dad has just been made redundant; mother is studying bookeeping at night class; Frank, the elder son, is out of work; and Mike, his younger brother has signed up on a YTS course at the local football club. Less predicatably, daughter Sharon is hoping to take a degree in civil engineering.

The plot moves fast. Already we have heard about Skill Centres, the Job Release scheme and what Jobcentres can do for the disabled. Frank has decided to set up his own business, a lunchtime fast food outlet on an industrial estate. So far, the ever helpful Jobcentre has told him about the Enterprise Allowance Scheme and the Small Firms Service, while his bank has set him to work predicting his likely income and outgoings.

With the scenario, it is no surprise to learn that the serial is sponsored by the Manpower Services Commission. There have of course been comparable ventures. BBC Radio Scotland tried a health educational serial and one of the original aims of *The Archers* was to educate farmers. Whether *The Skinners* develops into something more convincing and less didactic remains to be seen. At the moment, its scripts have all the subtlety of public information films and the production is, shall we say, unambitious. Even so it is oddly addictive and even if it is propaganda, it might just broaden a few horizons and spread a little hope.

Crass kind

"Class Encounters of the Secondary Kind" was the subtitle of a recent edition of Advocacy, an occasional series broadcast in the BBC Community Programme Unit's *Open Space* slot. In this studio discussion, barrister Michael Mansfield led witnesses on behalf of those who feel that education should serve people and not merely service industry. He also cross questioned those who feel that TVEI will simultaneously motivate the fifth form and save the economy.

A television polemic, it may not have captured the casual channel hopping viewer, but it did demonstrate the potential dangers facing schools that accept the MSC shilling. Speaker after speaker argued that education should be about more than jobs and that the managers of industry and the government (in the form of the MSC) are taking control of education away from parents, teachers and the L.e.a.s. A Tory MP (Michael Stern) admitted TVEI was introduced without proper consultation and stressed that there was no way of creating jobs other than by developing skills. As another speaker, Professor Coffield of Durham said, perhaps the programme should have been called "Crass Encounters of a Rather Elementary Kind".

David Self

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lingo

Yorkies

"Maybe it's because I'm a Londoner . . ." Yes, but if I'm not? Surprisingly few British cities have recognized names for their inhabitants. You can be a Mancunian, Liverpudlian, Glaswegian, Aberdonian, and Bristolian readily enough, and perhaps even a Bathonian, but what if you come from Birmingham? A Brummie? Bit slangy, and possibly even disparaging. And a Yorkie is similar (and now commercially charged). At Oxford and Cambridge you can be an Oxonian or a Cantabrigian, but these smack more of gown than town. A Canterbury resident can hardly be a Cantuarian, since this is an episcopal appropriation.

A number of public schools extend the range somewhat, especially for their past pupils, so that you can have Old Etonians, Harrovians, Salopians, Mariburians, Dovorians (*sic*), Canterburians (so that's the answer), Uppinghamians and Sennockians (Sevenoaks School), Winchester College produces Wykehamists, however, so is hardly any help for the city's ordinary residents. Some Oxbridge colleges generate similar names, so that Oxford's Exeter College, for example, nurtures Exonians. But can the natives of Devon's administrative capital also claim the name? The trouble about all these school names is their essentially scholastic associations, not quite right for the ordinary resident.

They order these things much better in France, where even quite small towns have standard names for the natives. So you have not only your *Parisiens*, but your *Nicois*, *Havrais*, *Tropéziens* and *Dunkerquois*. In Germany, too, you simply add *-er* to the name of the town. Remember President Kennedy's famous "Ich bin'ein Berliner"? (Just as well he didn't go to Hamburg or Frankfurt.)

Adrian Room

Among this week's contributors:

Roy Foster lectures at Birbeck College University of London

Sheila MacLeod's latest novel, *Axioms*, is published by Quartet.

Margaret Mann is head of Highbury Fields School, North London

Next week

Fiction: Edward Blishen on Nigel Williams; Shena Mackay on Roy K Heath. Children's theatre and drama

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Media network

Gillian Macdonald on moves to involve all teachers in media education

"Cheap smut", "casual linking of violence with sex". . These were the comments that the daily press homed in on in their reports of the DES paper on *Popular TV and Schoolchildren* 18 months ago. Like many critics of the report, they jumped on the more sensational elements and did not take it on its own terms as an opportunity to raise some important issues for debate between broadcasters and educationists. A year and a half later, meetings have been held across England as the first step towards implementing the report's recommendation that "all teachers should be involved in examining and discussing television programmes with young people". This autumn teachers all over the country will be putting into practice ideas developed at these meetings.

Over the past four weeks HMI James Learmonth has been holding regional meetings in 10 areas of England, from the North West to the South East. He describes their purpose as "to respond to teachers' expression of needs and to assemble information throughout the country about the state of media education". This will then be compiled in a report, he hopes by the Centre for Mass Communication Studies in Birmingham, and presented to the DES.

Invitations went out from Elizabeth House in October of last year to all 105 English l.e.a.s, asking them to attend meetings in all the regions. One hundred and four accepted. Other invitations went to broadcasters and film and TV officers in the regional arts associations. The result was a series of 10 meetings attended by groups of anything from 20 to 70 l.e.a. advisers, teacher trainers, teachers from primary and secondary schools, and broadcasting representatives. .

The responses of those who attended ranged from scepticism to enthusiasm. There were those who felt they had been coerced into coming by the DES and those – generally media studies teachers – who welcomed it as an opportunity to improve the status of their subject with the help of HMI. In either case the polarized attitudes to media education emerged clearly. As one adviser in Manchester pointed out to the authorities in his region "a political hot potato – left wing, trendy". But in between came a substantial core of teachers, many of them primary, who had clearly come for guidance in an area they felt to be urgent.

The variety of people and range of experience led to a good deal of initial confusion about their purpose. Was it media education or media studies – and what was the difference anyway? Was it not supposed to be about popular television as the report had said, and, if so, why were people talking about newspapers?

James Learmonth stressed that each regional group had to work out its own priorities. They could be as wide or as narrow as they liked, adopting different approaches in different regions. So one area might concentrate on discussing with parents how they might watch television with their children; another might try to arrange a teacher secondment to the local television company. But above all he reiterated that what they wanted to develop was a discrimination in children which took account of their appreciation and enjoyment of television. "The feeling in the DES is that we have to start from the bottom up, so we would not be against media studies but would seek to take a broader view."

This broader view was then read as media education across the curriculum, from five to 18 and from the art class to the history class. It was not presented as a subject in itself, which would need its space on the curriculum, but as something which could be articulated in any class and run alongside specialist courses in media studies.

The breadth of view was essential if anything constructive was to be hammered out of the vast range of interests represented. There were those who wanted to study the effect of television on children's behaviour in the playground, others who were more interested in its effect on language development – whether that was in the case of a child that sat mute in front of the television set or those teachers, usually whose children learned their English from listening to television. Others wanted to discuss television viewing in class, but felt impeded by copyright restrictions on video recording, or to encourage home viewing like home reading with parents. That would mean talking to parents and broadcasters, but how and where could they start?

If the meeting raised a morass of doubts, questions, hopes and expectations, the regional groups came up with an astonishing number of concrete proposals. Training courses, materials and equipment were uppermost on the list of requirements at the end of the day, and these large and disparate groups were able to cobble together details of where in their own areas they might find them. Among them they developed a network across each region with secondary and primary teachers coordinating and drawing on the resources and expertise of their further education colleges and teacher centres.

It was impressive too to see how much primary and secondary teachers, trainers and advisers have to give each other when they all meet, or to see the primary teacher get an instant promise of action from the l.e.a. adviser, the FE college representative agree to an evening course for teachers; the British Film Institute offer to set up workshops; or broadcaster suggest a studio visit. The responsibility for subsequent action now rests with each of the local groups.

A coordinating group has been formed with a representative from schools, teacher training and advisers in each region. Their job is to meet and report on developments in their own regions, and to filter requirements for money, attend meetings with the television companies and organize a newsletter for spreading information among the l.e.a.s.

At this stage in the project, efforts have been concentrated on educationists and building up a network among them. "Broadcasting representatives have sat in on the discussions, but their main involvement will not begin until they meet with the coordinating group in March or April. How exactly they might help is not yet clear, but suggestions so far have been teacher secondments to TV companies, visits to studios to see the mechanics of producing programmes; written material from producers to explain the production process; shooting scripts to go with programmes that are being studied. So far the representatives at the meetings have usually been the IBA and BBC education officers; it is important that programme makers also become involved.

One thing that has emerged very clearly in this whole exercise is that it is not intended to censor or criticize their programmes but to enhance an understanding of them. The chances of success here depend very much, as Learmonth says, on how important the companies see their general public service role and whether they take it seriously enough to back it up with cooperation and materials around the country.

Parents and teachers will have to get together later. Schemes like Liverpool's Parent Support Scheme which involves parents in school activities and puts on post-school classes for them could be developed. These could, suggests Learmonth, be extended to cover media education. He also points to the Institute of Education as having run evening classes for mothers in television viewing and how to discuss it with your children, PTA's are another likely channel.

The DES itself will be arranging short in-service courses in July (details to be sent out at the end of this month with a full report on the regional meetings). It will also try to clear people to attend them where it can, and provide support for curriculum development with experimental teaching materials. An HMI will be available in each region to answer any questions about media education.

The DES has invested £9,000 in this whole initiative – £900 for each group to fund stationary, visiting lecturers, any administrative costs. Other expenses will have to be met by the l.e.a.s. How much that will materialize will depend on whether the teachers and advisers can persuade them to put media education high on their list of priorities.

In the next academic year, teachers will be working to implement their various ideas on media education – with, it is hoped, sound teaching materials, examples of good practice, the guidance of their colleagues in media studies and their regional working groups. In the end, the future and success of their efforts will depend on the support of the l.e.a.s. The initiative has come from HMI, the pressure must now come from the teachers, but the l.e.a.s must respond to it if the subject is to gain a firm foothold across the curriculum. The value of HMI's involvement is that it has cut across the impenetrable barriers between the authorities and set up a network of activity across the country.

TV and Schooling, a collection of essays developing the themes of the DES report Popular TV and Schoolchildren, *will be published by BFI Education on March 13.*

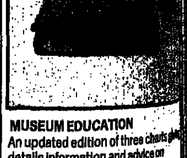
notes

4 COMPUTER BUFFS
Channel 4 has waited some time before leaping on to the computing bandwagon. But now that it has leapt the results are set to be a lot of fun. There are two projects. The first is "4 Computer Buffs", a new weekly news and current affairs series which began on Monday. The half-hour programmes are designed for viewers who want to make better use of computers. They are, said Naomi Sargant, Channel 4's Commissioning Editor for Education part of C4's celebration for International Youth Year; hence the 5.30 evening slot and the emphasis on features which will appeal to young people.

Subjects to be explored include the potential of modems; alternatives to BASIC including LOGO and PROLOG; advice on how to construct a programmable vehicle – the Tramdo which was designed by Robert Morsehead an Ilford teacher. There is also a comparison of different computers.

Most innovative, however, are the means which have been developed to transmit software. The series will show how to assemble a light pen which can read data off a flashing light on the screen straight on to disk or cassette. software will also be available via an audiotone. There will also be a Prestel electronic bulletin board for computer users by means of which views can be in touch with each other.

The second initiative is a teletext magazine – 4-tell – which transmits teletext information and software. To receive 4-tell teletext and teleshow viewers will have to buy an adaptor for around £125) which as yet is available only for the Sinclair Spectrum. Plans for other computers are planned for however. As yet only small quantities of software are available, from QL, the company commissioned by Channel 4 to run 4-tell, who are negotiating with commercial publishers for the rights to broadcast more.



MUSEUM EDUCATION
An updated edition of three charts giving details information and advice on how schools facilities at 60 London museums and galleries is now available from ILEA's Centre for Learning Resources.

The charts cover central institutions with established museum education departments; central museums without education departments but willing to receive school visits and outer London museums and galleries.

The pack also includes an advice leaflet on museum visits which is intended particularly to help new teachers. A free copy of the charts has gone to all ILEA headteachers and teachers' centres. Non-ILEA teachers can apply to the ILEA Museum Advisers, 275 Kennington Lane, London SE11 5QY. They should enclose stamps to the value of 30p.

Video reviews

This month's Video reviews are on page 46 at the back of the Video & Film Extra.

4 TELEVISION PROGRAMME RECORDING

Advance Information of Programmes Available For Recording During March 1985.

A licensing scheme to enable the recording off-air of TV programmes for Educational and Training purposes.
Educational and training institutions, continuing education centres and community groups may register to record designated television programmes transmitted by Channel 4 TV for use for educational, training and study purposes.
Only designated titles may be recorded by those licensed to record. Annual fees are payable for each programme. A Fee Code is shown alongside each title and a fee scale is published by Guild. To Register contact Guild Learning at the address below:

March 1st	16.00	Built In Britain	Fee Code B	March 8th	13.00	Everybody Here III	Fee Code C
	19.30	Right To Reply	Fee Code A	March 10th	17.30	The Business Programme	Fee Code F
	20.15	A Week In Politics	Fee Code B		22.15	City General	Fee Code B
March 2nd	13.00	Everybody Here III	Fee Code C	March 12th	15.45	Years Ahead	Fee Code B
March 3rd	17.30	The Business Programme	Fee Code F	March 13th	18.30	The Living Body	Fee Code E
	22.15	City General	Fee Code B		20.30	Diverse Reports	Fee Code B
March 5th	15.45	Years Ahead	Fee Code B	March 14th	23.00	Design Matters	Fee Code C
March 6th	18.30	The Living Body	Fee Code E	March 15th	19.30	Right To Reply	Fee Code A
	20.30	Diverse Reports	Fee Code B		20.15	A Week In Politics	Fee Code B
March 8th	16.00	Built In Britain	Fee Code B		22.30	Well Being: Mental Illness	Fee Code B
	19.30	Right To Reply	Fee Code A	March 16th	13.00	Black & White & Read All Over	Fee Code B
	20.15	A Week In Politics	Fee Code B	March 17th	17.30	The Business Programme	Fee Code F
	22.30	Well Being: Mental Illness	Fee Code B		22.15	City General	Fee Code B
March 23rd	13.00	Black & White & Read All Over	Fee Code B	March 19th	15.45	Years Ahead	Fee Code B
March 24th	17.30	The Business Programme	Fee Code F	March 20th	18.30	The Living Body	Fee Code E
March 26th	15.45	Years Ahead	Fee Code B		20.30	Diverse Reports	Fee Code B
March 27th	18.30	The Living Body	Fee Code E	March 21st	22.30	Design Matters	Fee Code C
	20.30	Diverse Reports	Fee Code B	March 22nd	19.30	Right To Reply	Fee Code A
March 28th	22.30	Design Matters	Fee Code C		20.15	A Week In Politics	Fee Code B
March 29th	19.30	Right To Reply	Fee Code A		22.30	Well Being: Mental Illness	Fee Code B
	20.15	A Week In Politics	Fee Code B				
March 30th	13.00	Black & White & Read All Over	Fee Code B				

If you receive S4C please check broadcast times as these may vary.

TV Recording Licence, Dept.
GUILD LEARNING
Guild House Peterborough PE2 9PZ
Telephone (0733) 63122

On the loose?

David Self reviews a 'Scene' programme on sexual harrassment

SCHOOLS TELEVISION
Scene.
BBC–2.
Thursdays 10.34am; repeated Fridays 2.00pm.

One of a group of teenage girls complains about a boy who repeatedly harrasses her. "Frank – he just grabs your tits". Others complain of being touched up as they go around their schools. One tells of how she and a friend tried to turn the tables. "We tried pinching blokes' bums." The blokes enjoyed it. "If a girl does it to a boy, she's loose."

Those are just a few comments from Jill Sheppard's powerful, provocative and rigorously unsensational documentary about sexual harrassment which is being shown in *Scene* this week and next. It is the fifth in a very strong unit of programmes on relations between the sexes and one which shows the series on peak form.

The unit began with a beguiling new play by Chris Ellis, *Your Place or Mine*: An English girl, Rachel, together with her parents and a girl friend stay in a holiday cottage in Wales; a cottage normally inhabited by a Mr Powell and his gauche but likeable nephew, Huw.

Huw is turned out into an old caravan to make room for them and is later displaced again when Rachel decides she wants to sleep in the caravan (not in fact with her friend but with Huw's older cousin, Richard). Besides being a very well acted play, it is also very funny. Late at night, Huw finally asserts himself by using Richard's car to tow away the caravan. Inside, Richard says in wonder to Rachel, "I think the earth's beginning to move."

It also provided a subtle and effective way into the unit which has included repeats of the documentaries, *How Did You Learn About It?* and *Andy Capp – Fact or Fiction?* as well as the new film, *Sexual Harrassment*. This covers "behaviour which leaves the person on the receiving end feeling uncomfortable, even miserable", ranging from offensive remarks to direct sexual propositioning. (Terrifyingly, when women have complained about the latter at their place of work, the outcome in 53% of cases has been that the *victim* has had to change jobs.) What also becomes apparent in the film is that many women (and girls) feel impelled either to ignore it, to go along with it or to feel responsible.

The programme reveals another problem. For whom do girls dress? "I don't see why women shouldn't wear what they want. I wear mini-skirts for *me*." "We're not out to get sexually harrassed." "But we do want to attract boys."

It is one of those rarities, a discussion which informs and stimulates, and it will have enormous positive value for almost every upper school group. (It should perhaps be compulsory viewing in not a few staffrooms as well.) It is explicit but never objectionable, though it may be that subsequent discussions will be more honest if it is viewed in single-sex groups.

Needing perhaps even more care are the subsequent two programmes which have bereavement and grief as their themes. The first is a repeat showing of David Cook's delicate play *If Only* (Feb 28, March 1), while in the following week a new documentary by Peter Evans is to be transmitted. *Death in the Family* is about the rites and rituals surrounding funerals and contains interviews with two families which have recently lost their fathers.

It shows how teenagers are often excluded at such times, and explores the altered family roles. Basically a secular programme, it opens up some of the myths surrounding cremation and is not afraid "to tell the truth as we know it". As Peter Evans says, "It's good for our audience to know about bereavement, and that the rest of the class should have some understanding of what a classmate is experiencing when, say, her sister has been run over."

Views on the screen

Nick Baker on two new series on media education

SCHOOLS TELEVISION/RADIO
English File: Media Studies
BBC 2 Fridays 8, 15, 22 February and March 1 at 2.30
Media Studies: Radio Workshop
Radio 4 VHF/FM night time.
Thursday February 28 and Friday, March 1. 00.30–01.10

At long last the BBC is recognizing the amount of media studies going on in secondary schools, and has responded with a series of special programmes broadcast on radio and television. What was served up on the *English File*'s first programme in a series on media studies was some more or less predictable facts about newspapers (different people read them for different reasons; on any given day different national papers will choose to lead on different stories, and so on) followed by a documentary account of a day in the *Mirror* newsroom. If the over-effusive Henry Kelly had been worth his salt he'd have pressed *Mirror* editor Mike Molloy about some of the question-avoiding he did in the interview sequence.

This week's programme, *Moving Pictures* (repeated on 22nd February) isn't much better, I'm afraid. It shows the IVth year Film and TV Studies group of Kidbrook Comprehensive School putting a sequence of pictures in order so that they mean something. Or, as the BBC notes have it, "drawing conclusions from the clues embodied in each as to the nature and purpose of this short picture story." The pictures are stills from an advertisement for a spot-cream, which could only have one possible sequence.

The whole programme in fact went to great lengths to explain that any piece of film is a series of pictures arranged in sequence, something that seems almost risibly obvious.

The first programme in the series of *Radio Workshop* is gratifyingly down to earth, providing a useful overview of the practical production of the sort of radio with which young people are most likely to be familiar, the news and short features that form part of most pop and local channels' daily output. There's little doubt that teenage listeners will be far less familiar with the conventions of radio drama.

"Radio is at its most powerful in its ability to evoke atmosphere and expectations", says dramatist Roy Apps in the second programme. He's right, of course. So why devote so much time to a deliberately poor example of the genre? *Someone's Been Lying* by Dolores J. Dalrymple is almost 15 minutes of intentional mistakes, wrapped up in a none too funny "cod" script, followed by a short explanation on what was wrong and why.

Teachers using the series might be wise to introduce pupils to the drama format with an example of an *effective* excerpt from a play and to concentrate on the useful and practical notes on simple drama production available for use with the series.

We're back in familiar territory again in the third of the programmes, which deals with the production of the seamless format typical of local radio, Radio 2 and, increasingly, of Radio 4.

Not only does the programme allow us a fascinating eavesdrop into the off-air life of a busy radio station, it also provides some instructive material on the different forms of programming, from phone-in to feature. Both the programme and the notes that go with it are invaluable.

Sense and sex

Victoria Neumark reviews a sex education series

SCHOOL RADIO
Sex Education
BBC Radio 4 VHF
Night-time broadcast
Thursday Jan 31, Fri Feb 1, 00.30–01.10

If there is one thing sex is not for teenagers, it is boring. What a pity, then, that the BBC's latest offering in this currently fashionable area of moral outrage is so dull. The programme is hosted by Dr Martyn Gay, a family psychiatrist, and Diane Marshall of the Leicester Health Education Unit, who answer written questions and discuss problems and preoccupations with groups of rather articulate teenagers. It is unfortunate that both adults have such dry and reasonable manners that I should guess it would be impossible for any teenager to believe they have any first-hand experience of the thrills, the throbs, the glamour and the misery of teen sex. Even this adult listener had moments of serious doubt.

"What should I do if my boyfriend wants to go all the way but I don't want to . . . but I don't want to lose him?" Back comes the hoary answer, "Strength of character always commands respect." O yeah? As is well known, Some Girls Do and Some Girls Don't, but which commands more respect is a very hard question, whatever adults would like to believe.

In general, though the questions are true to life and are, indeed, the same old questions, the answers are just so much dead wood culled from FPA manuals and Sensible Books About Your Developing Body such as teenagers have sneered at without profit for decades.

Though the producers have divided the material up into four programmes on Asking and Making Choices (staying out late and finding out about commitment), Relationships including homosexuality, changes (puberty) Conception and Contraception, these arbitrary lines are muzzily drawn. Thus a visit to the Family Planning Clinic comes in the first programme, but a question in it – "Why do I need an internal examination?" – is not answered until the fourth. "You need regular checks for your health if you are on the Pill".

Leaving aside the fact that this may be wildly inappropriate advice for teenagers, it is also unhelpful. Decisions cannot be made on the basis of inadequate information, *pace* Mrs Gillick (and every programme carries a statutory Gillick warning). The snippet, or problem page-based format means that every aspect is touched on but none explored. Herpes and the Special Clinic, the pros and cons of having children at all, different couples' approach to Pill, sheath or coil, all receive minimal airplay. Pre-menstrual tension is pretty much dismissed as all in the mind despite numerous studies which have shown poor exam performance, criminal activity and suicide to be correlated with PMT.

Homosexuality is said to be relative to culture, but also to be a passing phase, *and* an unalterable fact of some people's nature. And really, who wants to be told – or will ever believe – that making yourself more attractive depends on having a better *idea* about yourself?

briefings radio & tv

For schools

YOU AND ME
(Monday, Wednesday, 10.00, Tuesday, Thursday, 14.00 BBC2)
This week's programmes for the very young feature cartoons, documentaries, games and sketches all about elementary maths and science.

ZIG ZAG
(Monday, 11.00, Wednesday, 14.40 BBC2)
The last in the unit about "The Eskimos" looks at the way the women care for home and children while the men are hunting. Seven to nine year olds learn children's games and Eskimo names.

ALIVE AND KICKING
(Tuesday, 9.59, Thursday, 11.14 ITV)
A two part unit about "Looking after the Young" begins by showing five to eight year olds the variety of ways animals care for their young. Illustrates the need of both animals and humans for food, sleep, love and protection.

THE MICRO AT WORK
(Wednesday, 10.04, Thursday, 11.43 ITV)
"Is There A Place For Me?" shows the importance of the computer in booking both holidays and theatre tickets. Nine to thirteen year olds are also introduced to the *Travel Agent* software package which accompanies the series.

NEAR AND FAR
(Thursday, 11.05 BBC2)
How are coastlines formed? Which are the features commonly seen at the seaside? Nine to eleven year olds investigate the action of the waves and tides.

MODERN CHINA
(Friday, 11.39 ITV)
A study of the Chinese philosophical emphasis on maintaining a balance in life. Shows traditional medicine and treatment alongside some early Chinese scientific inventions.

Continuing education

VIEW AT THE TOP
(Sunday, 16.30 VHF4)
Nicholas Kichan talks to top managers of British companies about their work and achievements. Begins by discussing with Lord Marsh his approach to his work.

CENTRAL AMERICAN JOURNEY
(Sunday, 20.30 Radio4)
A presentation of the political and cultural life of each of eight countries in Central America. Violent revolution amid breathtaking natural beauty.

MATHEMATICAL THINKING
(Wednesday, 12.30 BBC2)
The last in this repeat series for teachers on the ways to implement the Cockcroft report. Here problems are encountered during a school meals project.

JULIUS CAESAR
(Wednesday, 21.00 C4)
To mark the tercentenary of Handel's birth, the English National Opera's performance of one of his most successful works.

ITV FOR SCHOOLS AND COLLEGES

TWO MAJOR NEW SERIES

French drama
'LA BELLE VIE'
An 80-minute play written for television by Jean Anouilh (1979), to be broadcast in five 20-minute episodes, each with an introduction in French. Transcript and programme outline – available in March 1985 (£1.60). Annotated book with play text and exploitation ideas for the classroom – to be published in July 1985 (£5.50).

The play is set in Munich in 1919. An aristocratic family, threatened by death from a firing squad, is reprieved so that they can serve the revolution as a living museum of the bourgeoisie. Obliged to re-enact their way of life for a public audience (3 performances daily), the characters focus on the falseness of their family relationships and experience the gradual awakening of a new tolerance and harmony.

German for graded objectives
PARNER TV 1
Year 1 of a new entertainment programme for young German learners (German as FL 1). The programmes were recorded in Wuppertal in 1984 and are entirely in German. The magazine format allows teachers to re-use extracts for intensive classwork. The register and level of difficulty varies from section to section and the teacher's Video Book (available in July 1985) will provide the full text and detailed notes on learning activities. Worksheets for duplication are provided for each short section to guide

actuality films ● pop music ● cartoons ● puzzles ● competitions ● ● documentary information ● extracts from German TV ● interviews with teenagers ● penfriend exchange

Introduced by the presenters, Dieter and Brigitte, from Haus der Jugend in Wuppertal-Barmen.

Spring Term 1985

THE FRENCH PROGRAMME	THE GERMAN PROGRAMME
Mondays 11.38 – 11.58 Feb 25, Mar 4, Mar 11, Mar 18, Mar 25 'La belle vie' by Jean Anouilh (see above)	Tuesdays 10.37 – 10.57 Fridays 10.26 – 10.46 Feb 26, Mar 1, Mar 5, Mar 8, Mar 12, Mar 15, Mar 19, Mar 22, Mar 26, Mar 29. Partner TV 1 (see above)

Teachers' notes for all these series can be obtained from:
The Schools Publications Office, Thames Television Ltd., 149 Tottenham Court Road, London W1P 9LL.
or from the Education Officer at your local ITV company.

4 Television Programme Recording

Titles Available for Week Commencing Sunday 17th Feb 1985

Sunday 17th February
17.30 The Business Programme *fee code F*
19.15 Ganges Ghansi *fee code C*
22.15 City General: A Place They Would Never Want To Go *fee code B*
Wednesday 20th February
16.30 The Living Body: Accident *fee code E*
20.30 Diverse Reports *fee code B*
Friday 22nd February
15.45 Years Ahead *fee code B*
19.30 Right To Reply *fee code A*
20.15 A Week In Politics *fee code B*
Saturday 23rd February
13.00 Everybody Here III *fee code C*
For More Information Contact
TV Recording Licence Dept.
GUILD LEARNING
Guild House Peterborough PE2 9PZ
Telephone (0733) 63122

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PHYSICS
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Posts in the Authority's teaching service carry an Inner London Allowance of £1038 in addition to the Burnham Salary. A number of Permanent Cover Teacher Posts are also available in Nursery, Primary, Design and Technology, Home Economics, Mathematics and Science.

The appropriate application form may be obtained from the Education Officer (TS2), Room 67, Main Building, The County Hall, London SE1 7PB. Tel: 01-633 7830 or 01-633 2101.

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LONDON SE21
DULWICH COLLEGE PREPARATORY SCHOOL
A qualified NURSERY INFANT teacher is required for SEPTEMBER 1985 to take the Nursery (3 - 4 years old) class in the school's modern and spacious Nursery and Kindergarten Department. The post is particularly suitable for a creative and experienced teacher with an interest in early development. An assistant works with each of the class teachers to produce a happy environment with a strong team spirit. Burnham Main Inner London Allowance and T.P.R. Superannuation.
Please apply to Headmaster, 42 Alleyn Park SE21 stating details of the training and experience, names of referees and including a telephone number. (33529) 100095

NEWHAM
LONDON BOROUGH OF NEWHAM
ST FRANCIS R.C. INFANT SCHOOL
Maryland Park, London E15 3PH
Head Teacher: Miss C.A. Hall
Number on roll: 240
TEACHER IN CHARGE OF NURSERY UNIT. Scale 2
Required September 1985 or as soon as possible.
A practising Catholic teacher to be in charge of a 30 place purpose-built nursery unit opened in 1982. Visits to the Units welcome. Please contact the Head teacher.
Previous applicants will be considered.
London Allowance: £1,038
Application forms (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 26th February 1985.
Education Offices, 379/383 High Street, Stratford, E15 4RD.
An Equal Opportunity Employer. (34428) 100096

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
Required as soon as possible
CHINGFORD HALL NURSERY SCHOOL
Chingford Road, London E17
Head: Miss E. Jackson.
An experienced and enthusiastic Nursery Teacher required to organise a team of a teaching head and two assistants in an 80 part-time purpose built Nursery School. Commitment to parental involvement essential. Interested applicants are welcome to visit the School, please contact the headteacher.
SCALE 2 plus Outer London Allowance.
Application form and further details available on receipt of s.a.e. to the Recruitment Officer, Room 202, Municipal Offices, High Street, Walthamstow E17 7JF. Closing date 8th March 1985. Ref. N2/805. 100098

NEWHAM
LONDON BOROUGH OF NEWHAM
CENTRAL PARK INFANT SCHOOL
Central Park Road, London E6 3DW
Head Teacher: Mrs. C.L. Simpson
Number on roll: 302 plus 90 Part-time Nursery
Required June 1985
TEMPORARY NURSERY TEACHER TO COVER MATERNITY LEAVE
Scale 3
A suitable experienced teacher to take charge of the nursery unit. The successful post holder is on maternity leave.
London Allowance: £1,038
Application forms/further particulars (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 26th February 1985.
Education Offices, 379/383 High Street, Stratford, E15 4RD.
An Equal Opportunity Employer. (34433) 100094

NEWHAM
LONDON BOROUGH OF NEWHAM
CENTRAL PARK INFANT SCHOOL
Central Park Road, London E6 3DW
Head Teacher: Mrs. C.L. Simpson
Number on roll: 302 plus 90 Part-time Nursery
Required June 1985
TEMPORARY NURSERY TEACHER TO COVER MATERNITY LEAVE Scale 3
London Allowance: £1,038
Application forms/further particulars (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 26th February 1985.
Education Offices, 379/383 High Street, Stratford, E15 4RD.
An Equal Opportunity Employer. (34434) 100095

DERBYSHIRE
See Derbyshire Display section, post reference CO/32/19/A. Page 32. (34703)

Primary School Education

Headships

BARNET
LONDON BOROUGH
Required April or September 1986
MONKDEN HADLEY C.E. (V.A.) JMI
Camlet Way, Monken Hadley, Barnet EN4 0NL
Roll: 83.
Applications are invited from suitably qualified candidates for the post of HEADTEACHER. School at present in Group 3 but is to move to Group 4 in April 1986 on the next Review. The successful candidate will be appointed to Burnham Group 4 and will receive London Allowance of £1,038 payable.
The school building is at present being extensively improved and the successful candidate will be consulted on the details of the forthcoming scheme.
Headteacher Applications should be practising Christians with a positive commitment to the Church of England. Evidence of commitment of one's spouse may be sought.
Assistance may be given with removal expenses and rented housing in approved cases.
Application forms and further details and a prospectus of the school are available from the Director of Education, Town Hall, Friern Barnet Road, London N11 3DL. Closing date 15th February 1985. (34424) 110010

BERKSHIRE
UPCROFT JUNIOR SCHOOL
Norcot Road, Reading
N.O.R.: 192.
Required for September 1985. Headteacher (Group 4).
Application forms and further details from The Director of Education (ES/SS), Shire Hall, Shinfield Park, Reading RG2 9XE. (SAE).
Closing date: 6th March, 1985.
An Equal Opportunity Employer. (33950) 110010

BERKSHIRE
ROBERT SANDILANDS PRIMARY SCHOOL
Digby Road, Spaan, Newbury
N.O.R. 150
Required for September, 1985. Headteacher (Group 3).
Application form and further details from the Headteacher (ES/SS), Shire Hall, Shinfield Park, Reading RG2 9XE. (SAE).
Closing date: 6th March, 1985.
An Equal Opportunity Employer. (33965) 110010

BUCKINGHAMSHIRE
BEACONSFIELD/CHILTERN AREA
An Equal Opportunity Employer
LENT RISE COUNTY COMBINED SCHOOL
Lent Rise Road, Burnham, Bucks. SL1 7PF
Group 6 - subject to Triennial Review.
Applications are invited from suitably qualified teachers for the Headship of this Combined School with effect from September, 1985.
Further details and application form available from the Education Officer, 56 London Road West, Amersham, Bucks. HP7 0DX on receipt of a stamped addressed envelope to be returned by 28th February 1985. (34512) 110010

BUCKINGHAMSHIRE
MILTON KEYNES AREA
An Equal Opportunity Employer
WELLSMEAD COUNTY FIRST SCHOOL
Hertford Place, Bletchley, Milton Keynes MK3 7BE
HEADTEACHER - GROUP 4
Applications are invited for the Headship of this well established first school catering for the 5 to 9 age range in the town of Bletchley, south of the new city of Milton Keynes. There are approximately 250 pupils on roll.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Staffing Officer, I.A. Glanvevr, B.Sc., M.Sc., at the Milton Keynes Area Education Office, Stratford Road, Wolverton Mill, Milton Keynes MK12 5NW, on receipt of a foolscap stamped addressed envelope. (34428) 110010

CAMBRIDGESHIRE
THE ROBERT ARKENSTALL COUNTY PRIMARY SCHOOL
Haddenham
Applications are invited for the Headship of this Group 4 school to commence in September 1985.
Application form and details from Ruskin Area Education Officer, Gloucester Street, Cambridge CB3 0AP. (S.A.E. Please). Closing date 28th February 1985. (34407) 110010

CAMBRIDGESHIRE
HUNTINGDON AREA
HOLYWELL C.E. (C) SCHOOL
Holywell, Huntingdon, Cambs.
Applications are invited for the HEADSHIP of this Group 4 Primary School from September 1985.
Application forms and further details from the Senior Area Education Officer, Gazeley House, Huntingdon, Cambs. Closing date 8th March. (33868) 110010

CAMBRIDGE
(Equal Opportunity Employer)
THRIPLOW CE(A) PRIMARY SCHOOL
Thriplow, Herts.
Applications are invited for the HEADSHIP of this Group 1 school, to commence in September, or possibly April.
Application forms and details from Senior Area Education Officer, Gloucester Street, Cambridge CB3 0AP. (SAE please). Closing date 4th March. (34558) 110010

CUMBRIA
COUNTY COUNCIL
BROUGHTON MOOR SCHOOL
Broughton Moor, Maryport CA15 7HZ
County mixed, 4 - 11, NOR 61
Required for September 1985, a HEAD for this Group 2 School.
Application forms and further details from and returnable to the Assistant Director of Education, Union Hall, Scotch Street, Whitehaven CA28 7BG by 1st March 1985 (sae please). (34612) 110010

DEVON
Please see displayed advertisement on Page 52. (00086) 110010

DORSET
RE-ADVERTISEMENT
ST. JOHN'S C.E. (V.C.) FIRST SCHOOL
St. John's Hill, Wimborne (124 on roll, 5 - 9 age range)
Required September, 1985, HEADTEACHER for this Group 3 School. Previous applicants are asked to write if they wish to be re-considered.
Application forms and further details from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6EA on receipt of s.a.e. Closing date 25th February, 1985. (33841) 110010

EAST SUSSEX
HEAD TEACHERS
Required from September
FAIRLIGHT FIRST SCHOOL
Pevensey Road, Brighton BN2 5AG
Head Teacher of this Group 3 school (due to become an infant school September 1985).
HERTFORD MIDDLE SCHOOL
Lynchet Close, Brighton BN1 7FF
Head Teacher of this Group 4 school (due to become a junior school September 1985).
Proposals have been agreed for the re-organisation of schools in Brighton and Hove are from September with transfer from infant to junior at 7-plus rather than present 8-plus and to secondary at 11-plus rather than 12-plus.
Relocation grants available in approved cases.
Application forms and further details (sae please) from the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG to whom they should be returned by March 5th. (34580) 110010

GLOUCESTERSHIRE
An Equal Opportunities Employer
CONEY HILL JUNIOR SCHOOL
Coney Hill Road, Gloucester
360 on roll, 7 to 11 years
HEAD TEACHER, Group 3
Required for 1st September 1985.
Forms and further particulars from Chief Education Officer, Shire Hall, Gloucester (enclose SAE). (34525) 110010

HAMPSHIRE
MEDINA FIRST AND MIDDLE SCHOOL
Medina Road, Cowes, Portsmouth PO31 8NR
Required from commencement of the Autumn Term, 1985.
HEADTEACHER, GROUP 4
Application form and further details from the Staffing Officer, Education Office, Civic Offices, Guildhall Square, Portsmouth PO1 2EJ (S.A.E. please).
Closing date 1st March 1985. (33053) 110010

HAMPSHIRE
OAKFIELD COUNTY FIRST SCHOOL
Sylvia Crescent, Totton, Nr. Southampton
N.O.R. 178 approx.
HEADTEACHER Group 4
School Salary Scale currently £11,718 - £13,584
Required September 1985.
Apply to Area Education Officer, Cannon Street, Eastleigh, enclosing s.a.e. for further details and application form.
Closing date 22nd February 1985. (33470) 110010

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd., copies of which are available on request.

ilea Inner London Education Authority

Teacher Recruitment 1985

The Authority welcomes applications for appointment to the London Teaching Service (Divisional Staff, Scale 1) from September 1985 from teachers seeking their first appointment and from qualified and experienced teachers.

Teachers seeking their first appointment

We are looking for Nursery, Infant, and Junior trained teachers and also teachers trained in a wide range of Secondary subjects. We will be making a large number of advance offers of employment to successful candidates in these subjects immediately after interview.

Application forms for first teaching appointments, complete with comprehensive guidance notes and a full list of the subjects for which we are recruiting, are available in your College now. Should you, however, experience difficulty in obtaining a form, then please contact this office. (EO/TS2, Room 67, The County Hall, London SE1 7PB. Tel: 01-633 2101/7830) stating that you are seeking your first teaching appointment.

Please remember that the closing date for Infant and Junior applications is 26 February 1985.

Secondary and Nursery trained applicants are advised to apply before 4 April 1985.

Qualified and Experienced Teachers

Applications are invited from qualified and experienced teachers in the following categories: Nursery, Infant, Business Studies, Chemistry, Design and Technology, Home Economics, Mathematics and Physics.

A number of advance offers of employment will be made to successful candidates in these subjects immediately after interview.

Application forms may be obtained from EO/TS2, Room 67, The County Hall, London SE1 7PB Tel: 01-633 2101/7830.

If you require any further information please contact this office.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER
14004

Education

PRIMARY HEADSHIPS

CO/30/19/P Group 5.
Derwent (New) Primary School, St. Marks Road, Derby.
(5-11; NOR 270 + 26 FTE Nursery)

CO/31/19/P Group 4.
New Mills Primary School, Meadow Street, New Mills, Stockport, Cheshire, SK12 4AY.
(New Mills 444/53).
(5-11; NOR 213)

CO/32/19/P Group 4.
St Andrews CE (Controlled) Junior School, Hadfield Road, Hadfield, Hyde, Cheshire, SK14 3DR. (Glossop 2328).
(7-11; NOR 211)

CO/33/19/P Group 4.
Anthony Bek Primary School, Rotherham Road, Pilsley, Mansfield, Near Nottingham, NG19 7PG. (Mansfield 810355).
(5-11; NOR 180 + 30 FTE Nursery)

CO/34/19/P Group 1.
Dove Holes CE (Controlled) Primary School, Chapel-en-le-Frith, Stockport, SK12 6UT. (Chapel-en-le-Frith 813120).
(5-11; NOR 47)

CO/24/13/P Group 2.
Ripley Nursery School, (Re-advertisement)
Sandham Lane, Ripley, Derby, DE5 3HE.
(Ripley 45014). (3-4; FTE 80)
Previous applicants will be considered without the need for reapplication.

SECONDARY HEADSHIP

CO/12/19 Group 13.
Henry Fanshawe School, Chesterfield Road, Dronfield, Sheffield, S18 6XD.
(Dronfield 412372/415095).
(14-18; NOR 1194)

Application forms and particulars for the above posts (SAE please) from the Director of Education, County Offices, Matlock, Derbyshire, DE4 3AG.
Closing date: 1 March 1985.

DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER.
DERBYSHIRE County Council

HEADTEACHERS

Required September 1985.
Applications are invited from suitably qualified and experienced Teachers for the following Headships.

West Horndon County Primary School, (Group 2 + L.F.A. £258 p.a.), Thorndon Avenue, West Horndon, Brentwood.

Pilgrims Hatch County Junior School (Group 5 + L.F.A. £258 p.a.), Larchwood Gardens, Pilgrims Hatch, Brentwood.

Meadgate County Primary School (Group 5), The Mascalls, Meadgate Avenue, Gt. Baddow, Chelmsford.

Moulsham County Infants School (Group 4), Princes Road, Chelmsford.

Please send foolscap s.s.e. for form and details for all the above posts to County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex, CM1 1LD.
Closing date: 8th March, 1985.

St. Helen's R.C. (V/A) Primary School (Group 4), North Road, Westcliff-on-Sea, Essex.

Please send s.a.e. (foolscap) for further details to Area Education Office, Floor 7, Civic Centre, Victoria Avenue, Southend-on-Sea, Essex, SS2 6ER.
Closing date: 1st March 1985.

West & South Hanningfield, St. Peter's C. of E. (V/Aided) Primary School (Group 2), West Hanningfield, Chelmsford.

Practising communicant member of the Church of England preferred.
Please send foolscap s.s.e. for form and details to Area Education Office, P.O. Box 398, 'A' Block, County Hall, Chelmsford, Essex, CM1 1JW.
Closing date 8th March 1985

The Bishop William Ward C. of E. (V/Aided) Primary School (Group 4), Gt. Horkesley, Colchester.

Closing date 8th March 1985

Re-Advertisement
Weeley C. of E. (Aided) Primary School (Group 3), Main Road, Weeley, Clacton-on-Sea.

Closing date: 1st March, 1985.
Previous applicants will be considered.

Please send foolscap s.s.e. for form and details for the above two posts to Area Education Office, Park Road, Colchester, Essex, CO3 3UF.

A removal and disturbance allowance scheme is in operation for all posts

ESSEX County Council

(10615)

BEXLEY LONDON BOROUGH
RE-ADVERTISEMENT
Northumberland Heath Infant School, Erith, Kent.
Roll 117. Group 3.

HEAD TEACHER

Applications are invited from appropriately qualified and experienced teachers for the post of Head Teacher of this School. Appointment to commence 1st September 1985.

Previous applications will be considered.

Application forms available from Chief Education Officer for Schools (T.5), Town Hall, Crayford, Kent, DA1 4EN, enclosing foolscap s.a.e. Closing date 11th March 1985.

(10632)

Wiltshire

Primary Education

Head Teacher Posts

Lea and Garsdon Primary School, The Street, Lea, Malmesbury, SN16 9PG

GROUP 2 N.O.R. 68

A new Head is required for this school from September, 1985. The school serves a rural area near Malmesbury and accommodated in buildings which were significantly extended and modernised in 1975. It has its own playing field on the same site.

Application forms and further details are available from The Chief Education Officer, (Ref. ST/T/LP), County Hall, Trowbridge. Wiltshire BA14 8JB.

Closing date is the 25th February, 1985.

Fovant C. of E. Controlled First School, Tisbury Road, Fovant, Salisbury, SP4 6JZ.

GROUP 1 N.O.R. 23

Re-advertisement

Required for April or September 1985, a Head Teacher for this 5-9 First School, situated 10 miles from Salisbury on the A30 to Shaftesbury. Fovant School forms part of a 3 tier comprehensive system in which, at the age of 9+ pupils transfer to the Nadder Middle School, Tisbury and then at 13+ by virtue of a special agreement with Dorset L.E.A. to Shaftesbury C. of E. (Controlled) Upper School.

Application form and further details (SAE please) from and returnable to The Chief Education Officer (Ref. ST/T/PMB), County Hall, Trowbridge by 4th March 1985.

Previous applicants will be reconsidered and need not re-apply.

Scale 1 Post

Box, Highlands Primary School, Broadwood Avenue, Corsham, SN13 0LX

GROUP 4 N.O.R. 200

Required from 15th April, 1985, A Teacher Scale 1, temporary for one term, for 4th Year Juniors.

Written letter of application stating age and giving particulars of education training and experience and also the names and addresses of two referees, to be sent to the Head Teacher by 25th February, 1985.

(10833)

Education Service

HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the Headships of the following schools. Required for September 1985.

Houghton Conquest Lower School
High Street Houghton, Conquest Bedford MK45 3LL
Group 2
Estimated number on roll September 1985 – 62 children aged 5 – 9 years.

Warden Hill Infant School
Blinkhorn Lane, Luton LU3 2DN
Group 5
Estimated number on roll September 1985 – 168 children aged 5 – 7 years. There is also a 40 place nursery unit attached to the School.

Cranfield Lower School
Court Road Cranfield, Bedford MK43 0DR
Group 4
Estimated number on roll September 1985 – 245 children aged 5 – 9 years.

Greenlees Lower School
Derwent Road, Leighton Linslade
Group 5
This new school is designed to accommodate 270 pupils aged 5 – 9 years and will also have a 20 place nursery unit.

Application form and further details may be obtained from the Chief Education Officer, County Hall, Bedford.
Closing Date: 22nd February 1985. (10713)
The council is an equal opportunity employer

Bedfordshire

PRIMARY HEADSHIPS

continued

HAMPSHIRE
CLAIRMORE COUNTY FIRST SCHOOL
Calmore Drive North, Calmore, Nr. Southampton
N.O.R. 297 approx.
HEADTEACHER Group 5
School
Salary Scale currently £10,043 - £13,317
Required September 1985.
Apply to Area Education Officer, Cannon Street, Lymington, enclosing s.a.e. for further details and application form.
Closing date 22nd February 1985. (33577) 110010

HAMPSHIRE
KING'S SOMBORNE C.E. CONTROLLED PRIMARY SCHOOL
King's Somborne, Winchester SO20 6PN
Required September 1985.
Group 3 - 4 teacher.
S.a.e. for application form/further details from Area Education Officer, Sun Alliance House, 41 Wote Street, Basingstoke, Hants. RG21 1LU.
Closing date for receipt of completed applications, 11th March 1985. (34851) 110010

HAMPSHIRE
RE-ADVERTISEMENT
GUILLEMONT COUNTY JUNIOR SCHOOL
Sandy Lane, Farnborough, Hampshire GU14 9EN
N.O.R. Currently 360
Group 5 School
Required for September 1985. Applications are invited for the post of Head Teacher.
Closing date 8th March 1985.
Application forms and further details obtainable from the Area Education Officer, Crossways, Boundary Road, Farnborough, on receipt of a stamped, addressed envelope. (33899) 110010

HERTFORDSHIRE
ST. ANDREW'S CHURCH OF ENGLAND CONTROLLED JM & I SCHOOL
Carlton Avenue, Hertford
Head required from 1 September 1985. Group 5 salary, plus fringe allowances.
Application forms and further particulars from The Divisional Education Officer, Scott House, Hugadell Road, Hertford SG13 8BQ, to whom completed forms should be returned. Closing date 4 March 1985. (33958) 110010

NORTHAMPTONSHIRE
CHACOMBE C.E. PRIMARY SCHOOL
Thorpe Road, Chacombe, Banbury, Oxon OX17 2JA
APPOINTMENT OF HEAD TEACHER
Required from September 1985, an enthusiastic, committed Christian who is in sympathy with the aims of a Church of England Aided Primary School, for the Headship of this rural primary school, situated in the Southern part of the County. Communicant member of the Church of England preferred. School house available if required.
Closing date - 8th March 1985.
Details and forms (s.a.e.) available from the County Education Officer (Ref. MH), Northampton House, Northampton NN1 2HX. (00881) 110010

NORTHAMPTONSHIRE
NEW TOWCESTER PRIMARY SCHOOL
APPOINTMENT OF HEAD TEACHER - GROUP 4
Required for September 1985, suitably qualified and enthusiastic HEAD of this primary school being built at Towcester. The school will accommodate 315 children aged 4 - 11 and 39 nursery children.
Closing date - 8th March 1985.
Details and forms (s.a.e.) available from the County Education Officer (Ref. HM), Northampton House, Northampton NN1 2HX. (34958)

LANCASHIRE
COUNTY COUNCIL
AN EQUAL OPPORTUNITIES EMPLOYER
COLNE LORD STREET COUNTY Colne
(348 on Roll. Mixed 5 - 11)
1st September 1985, or earlier if possible. HEADTEACHER - GROUP 3.

ST. FRANCIS XAVIER R.C. (AIDED) Colne
(210 on Roll. Mixed 5 - 11)
1st September 1985, or earlier if possible.

HEADTEACHER
GROUP 4 PRACTISING ROMAN CATHOLIC PREFERRED.
For application form and addresses to whom completed forms should be sent apply in confidence, send SAE (foolscap) to Chief Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ.
Closing date 28th February 1985. 110010
(34504)

NORTH YORKSHIRE
COUNTY COUNCIL
Applications are invited from suitably qualified and experienced Teachers for the following Headship appointments:
SHARROW C E PRIMARY SCHOOL
Near Ripon
(Group 2)
Please send stamped addressed envelope for application form and details to the County Education Officer, County Hall, Northallerton, DL7 8AE to whom completed forms should be returned by 4 March 1985. (30074) 110010

HERTFORDSHIRE
PULLER MEMORIAL CHURCH OF ENGLAND VOLUNTARY AIDED JM & I SCHOOL
High Cross, Nr. Ware
Head required from 1 September 1985. Group 4 salary, plus fringe allowance.
Application forms and further particulars from The Divisional Education Officer, Scott House, Hagadell Road, Hertford SG13 8BQ. Completed application forms to be returned to the Chairman of Governors, Rev H.J. Sherman, Duggetts Wood, Thundridge, Ware, Herts. Closing date 4 March 1985. (33959) 110010

OLDHAM
METROPOLITAN BOROUGH
SADDLEWORTH PAROCHIAL C. OF E. (CONTROLLED) PRIMARY SCHOOL
Rhodes Avenue, Uppermill, Oldham OL3 6EE
Required for September 1985 - Headteacher - Group 4. The post becomes vacant on the retirement of the present post holder, Mr. J.D. Smith.
There are seven members of staff in addition to the Head and currently 213 children on roll.
The school, which occupies a pleasant site, is housed in modern buildings and is currently organised in seven mixed ability classes.
This is a Church of England School of controlled status.
Application forms (S.A.E.) available from the Director of Education, Old Town Hall, Middleton Road, Chadderton, Oldham OL9 6PP. Returnable to him by 1st March 1985. (34146) 110010

OXFORDSHIRE
COUNTY COUNCIL
STONESFIELD COUNTY PRIMARY SCHOOL
Required for September 1985 a Headteacher for this Group 3 primary school with approximately 100 on roll. Stonesfield is 8 miles from Woodstock.
Application forms and further particulars obtainable from Chief Education Officer, Macclesfield House, New Road, Oxford OX1 1NA, to be returned within two weeks of the appearance of this advertisement. S.A.E. essential. (34286) 110010

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
NANTMEL V.A. (CONTROLLED) SCHOOL
Nr. Llandrindod Wells
Required for April, 1985 or such other date as may mutually be agreed, a qualified Head Teacher. Salary on Group 1. (Ref: 830).
Application forms and further particulars obtainable from the Director of Education, The Lindens, Spa Road, Llandrindod Wells, Powys LD1 5HA to whom completed forms should be returned by 6th March, 1985. (34857) 110010

Deputy Headships
Second Masters/ Mistresses

BARNET
LONDON BOROUGH
The Governors of St Michael's are inviting applications for two Senior Teacher posts for September 1985.
Since this is a Catholic school it is considered essential that the persons appointed be committed practising Catholics. Those appointed will share some responsibilities for the general organisation and management of the school, with the two Deputy Heads, but will also have clearly defined areas of responsibility.
One Senior Teacher (Post A) will be involved in the general personal and career development of the pupils, and will have responsibility for Active Tutorial work in the school. The other Senior Teacher (Post B) will be involved mainly in curriculum work and timetabling and in the application of modern and computer technology to the needs of the pupils and the organisation of the school.
The Governors are seeking persons of proven administrative and academic ability together with personal qualities which will enable them to make a clear contribution to the general organisation, management and ethos of the school.
Further details of the posts and application forms may be obtained from the Headmistress.
Closing date for application: 27th February 1985. (34934) 110012

BUCKINGHAMSHIRE
BEACONSFIELD/CHILTERN AREA
An Equal Opportunity Employer
CURZON C OF E COMBINED SCHOOL
Penn Street, Amersham HP7 0QU
(Group 4 - subject to triennial review)
Head: Mr. K. Birch
Applications are invited from experienced and well qualified teachers for the post of Deputy Head with effect from September 1985. Applicants with first school or related experience would be an advantage.
Application form and further details available from the Education Officer, 56 London Road West, Amersham on receipt of a stamped addressed envelope to be returned by 4th March 1985. (34511) 110012

EAST SUSSEX
SACRED HEART RC PRIMARY SCHOOL
Valentine Avenue, Southampton SO5 3EQ
Required September
Deputy Head Group 3. Applicants should have experience of the whole age range and should state the area of the curriculum they are prepared to lead, outlining their philosophy in this area. Full details from Headteacher.
Applications by letter with curriculum vitae and names of two educational referees by 4th March. (35900) 110012

HAMPSHIRE
HEATHERFIELD FIRST SCHOOL
Valentine Avenue, Southampton SO5 3EQ
Required September Deputy Head Group 3. Applicants should have experience of the whole age range and should state the area of the curriculum they are prepared to lead, outlining their philosophy in this area. Full details from Headteacher.
Applications by letter with curriculum vitae and names of two educational referees by 4th March. (35900) 110012

SURREY COUNTY COUNCIL

* FRINGE AREA LONDON ALLOWANCE £258 p.a. throughout the County.
* Temporary housing may be available.
* Generous relocation expenses in approved cases.

DEPUTY HEADSHIP

ST. BARNABAS R.C. FIRST SCHOOL (VOLUNTARY AIDED), Down Street, West Molesey, Surrey.

Required for the start of the Summer Term 1985. Deputy Headteacher Group 2 School. Number on roll January 1985 — 82. Salary Scale £8,807-£9,753.

Application forms and further details from North East Area Education Office, 7 Monument Hill, Weybridge, Surrey. Telephone Weybridge 52811.

(10639)

WEST GLAMORGAN
County Council

PRIMARY HEADSHIP

Applications are invited from suitably qualified and experienced persons for the following post to commence as soon as possible.

MAYHILL JUNIOR SCHOOL, Creidiol Road, Mayhill, Swansea, SA1 6TX. (MIXED) (158 on roll) (Age Range 8-11).

A Headteacher
is required for this GROUP 4 school. (Post Ref: 1.10.85).

Application forms for the post are available from the Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea, SA1 3SN upon receipt of a stamped addressed foolscap envelope.

The CLOSING DATE for receipt of completed applications is THURSDAY, 28TH FEBRUARY, 1985.

John Beale,
Director of Education.

(8356)

Leicestershire

HEADSHIP

OADBY, BROOKSIDE COUNTY PRIMARY SCHOOL
GROUP 5

Head required August 1985 for this attractive open plan primary school (4+ – 10+) which incorporates a purpose built observation and assessment unit.

Approximate roll (August) 245 + 14 in unit.

Further details and application form available from the Director of Education, County Hall, Glenfield, Leicester, LE3 8RF (SAE) to be returned not later than 4th March 1985.

EQUAL OPPORTUNITIES POLICY. Applications are welcome from suitably qualified and/or experienced people regardless of race, disability, sex or marital status.

SURREY COUNTY COUNCIL

* FRINGE AREA LONDON ALLOWANCE £258 p.a. throughout the County.
* Generous relocation expenses in approved cases.
* Assistance with temporary housing may be available.

HEADSHIP

ROYAL KENT C/E FIRST AND MIDDLE SCHOOL, Oxshott

HEADTEACHER required from the commencement of the Summer Term 1985 for this Group 4 voluntary controlled First and Middle School for pupils aged 5-12 years.

N.O.R (January 1985) 197. Salary scale £11,112 p.a.-£12,384 p.a. Application forms and further details available from Area Education Officer, 7 Monument Hill, Weybridge, Surrey KT13 8RZ. Closing date 1 March 1985.

(10636)

HEADSHIPS

Applications are invited from suitably qualified and experienced teachers for the post of Head of the following schools:–

CHANTRY JUNIOR SCHOOL, IPSWICH
Group 5 Ages 7-11: Number on Roll 262
The school is situated on the south-western outskirts of Ipswich and serves an area of council housing.

ORFORD CHURCH OF ENGLAND AIDED PRIMARY SCHOOL
Group 1 Ages 5-9: Number on Roll 45
Applications are invited from suitably qualified and experienced teachers who are committed Christians and regular communicant members of the Church of England.
The school is situated in the pleasant rural village of Orford on Suffolk's Heritage Coast, approximately 12 miles east of the historic market town of Woodbridge.
The appointments for the above posts will date from the beginning of the Autumn Term 1985.
Further details and application forms are available from the County Education Officer, Grimwade Street, Ipswich IP4 1LJ (s.a.e. please), and completed forms should be returned by 1st March 1985.

(8365)

Suffolk County Council

Headteacher

THE GLADE COUNTY INFANTS SCHOOL
Westloats Lane
Bognor Regis PO21 5LQ
(Group 4, 223 on roll)

Required September 1985 on the retirement of the present Headmistress, Headteacher for this Group 4 Infant School.

Form and details from Area Education Officer, Ambassador House, Crane Street, Chichester, PO19 1TP. Closing date 1st March 1985.

(8379)

West Sussex COUNTY COUNCIL

WEST GLAMORGAN
County Council

PRIMARY DEPUTY HEADSHIP

Applications are invited from suitably qualified and experienced persons for the following post, to commence as soon as possible.

CADLE JUNIOR SCHOOL, Middle Road, Fforestfach, Swansea, SA5 5DU. (MIXED) (160 on roll) (Age Range 7-11).

A Deputy Headteacher
is required for this GROUP 4 school. (Post Ref: 2.10.85).

Application forms for the post are available from the Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea, SA1 3SN, upon receipt of a stamped addressed foolscap envelope.

The CLOSING DATE for receipt of completed applications is THURSDAY, 28TH FEBRUARY, 1985.

John Beale,
Director of Education.

(8358)

SURREY COUNTY COUNCIL

* FRINGE AREA LONDON ALLOWANCE £258 p.a. throughout the County.
* Temporary housing may be available.
* Generous relocation expenses in approved cases.

DEPUTY HEADSHIP

SELWYN JUNIOR SCHOOL
CAVENDISH ROAD, LONDON. E.4
HEAD: MRS. M. BARR-HAMILTON
Required for September

Deputy Head Teacher
GROUP 5
Salary: £9,006 - £11,223 plus Outer London Allowance.
Roll: 291 (approximately).

Applications are invited from suitably qualified and enthusiastic teachers with wide successful experience for the Deputy Headship in this junior school.

Application form (and further details) available on receipt of s.a.e. from Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, E10 5QJ.

Closing date 8th March, 1985. Ref. P55/206. (10614)

AN EQUAL OPPORTUNITY EMPLOYER
Applicants are considered for their suitability for the post regardless of disability, sex, race and marital status

Waltham Forest

Hounslow

Re-advertisement

FELTHAM HILL JUNIOR SCHOOL
Ashford Road, Feltham, Middlesex
Tel: 01-890 4560

Required from September 1985.

HEADTEACHER

for this Group 6 junior school

Application forms and further details are obtainable from the Director of Education (Ref: PA/EBA), Civic Centre, Lampton Road, Hounslow TW3 4DN to whom they should be returned by Thursday, 28th February 1985. Please enclose s.a.e. (foolscap).

Previous applicants will be re-considered unless they advise to the contrary.

London Allowance: £678 p.a.

WE ARE AN EQUAL OPPORTUNITY EMPLOYER.

(0584)

Somerset County Council

PRESTON SCHOOL, YEOVIL
(11-16 mixed comprehensive, 1060)

For September 1985:–

I Teacher, scale 1, for Department of Recreation – an opportunity to assist a dynamic team of teachers to further develop a programme of recreational activities throughout the school. The successful applicant will be expected to supervise girls changing.

II Department of Humanities, teacher, Scale 1, to teach history across the curriculum. Temporary appointment for one year due to secondment of postholder.

Applications are invited from students in their final year of training for these posts. Application forms (SAE) from the Head, Preston School, Monks Dale, Yeovil, BA21 3JD.

(8348)

Headteachers

WEST GREEN FIRST SCHOOL, West Green Drive, West Green, Crawley

Required September 1985 for the Group 2 First School for children aged 5-9 years.

Details and forms from Area Education Officer, Golfs Park House, Horsham Road, Crawley, Sussex on receipt of s.a.e.

ENGLISH MARTYRS R.C. (AIDED) PRIMARY MARY SCHOOL, Derwent Drive, Worthing

(Group 4) – Required as soon as possible (223 on roll) for this well established Catholic School.

Applicants should be practising Roman Catholics.

Details and application form from Area Education Office, 58 Mill Road, Worthing, on receipt of s.a.e. Closing date 4th March, 1985.

Re-advertisement – previous applicants will be considered and need not re-apply.

West Sussex COUNTY COUNCIL

FLINT,
ST. MARY'S CATHOLIC PRIMARY SCHOOL
(350 pupils + Part-time Nursery Unit)

HEAD TEACHER - Group 6

Applications are invited from suitably qualified, practising Roman Catholic teachers for this post. The vacancy occurs due to the retirement of the present Head. The appointment will be from 1st September, 1985.

Application forms and further particulars may be obtained from the Director of Education, Shire Hall, Mold, Clwyd. (Please enclose an s.a.e.)

Completed Application Forms should be returned to the Chairman of the Governors, Canon W. E. Andrews, St. Mary's Presbytery, Coleshill Street, Flint, Clwyd. Closing date — March 4th.

JOHN HOWARD DAVIS
Director of Education,
Shire Hall,
MOLD
5.2.85.

(10607)

CLWYD COUNTY COUNCIL

SURREY COUNTY COUNCIL

* FRINGE AREA LONDON ALLOWANCE £258 p.a. throughout the County.
* Temporary housing may be available.
* Generous relocation expenses in approved cases.

DEPUTY HEADSHIP

ASH VALE COUNTY FIRST SCHOOL, (N.O.R. 135), Ash Vale, Aldershot, GU12 5NZ.

DEPUTY HEADTEACHER required from September 1985 for this Group 3 school for pupils aged 5-8 years. For further details and application form, SAE please to Area Education Office, 14a/b North Street, Guildford, GU1 4AF. Closing date 1 March 1985.

(10637)

SURREY COUNTY COUNCIL

* FRINGE AREA LONDON ALLOWANCE £258 p.a. throughout the County.
* Temporary housing may be available.
* Generous relocation expenses in approved cases.

DEPUTY HEADSHIP

KNOWLE PARK COUNTY FIRST SCHOOL, Knowle Green, Staines, Middx.

Required for the start of the Summer Term 1985, Deputy Headteacher for this Group 4 school for pupils aged 5-8 years. Number on roll January 1985 — 149 plus a nursery unit with 40 places.

Salary scale £8,049-£10,482

Application forms and further details from N.E. Area Education Office, 7 Monument Hill, Weybridge, Surrey. Telephone Weybridge 52811.

(10635)

PRIMARY DEPUTY HEADSHIPS
continued

CORNWALL
EDUCATION COMMITTEE
There is a Removal Expenses Scheme for teacher taking up permanent appointments from outside the County.
ST MEWAN C.P. JUNIOR & INFANT SCHOOL
St. Austell, Cornwall PL26 7DB
Group No. 7
Applications are invited from suitably qualified teachers for the post of Deputy Headteacher of the above school.
The successful applicant will have a broad experience of Primary Education and will be alert to current developments in curriculum planning. He/she will be expected to undertake the timetabling throughout the school and to give substantial help in the administration and planning of the school.
Ability to offer specialist advise in one or more subjects of the curriculum will be an advantage. The age group to be taught is negotiable.
Application form from the District Education Office, Carlyon Road, St Austell. On receipt of SAE returned to the Headteacher at the school. (34538) 110019

HAMPSHIRE
OAKLEY COUNTY INFANT SCHOOL
Oakley Lane, Oakley, Basingstoke RG23 7HZ
DEPUTY HEAD - Group 4
Required April 1985. Enthusiastic and dedicated infant teacher interested in professional leadership of colleagues, development of own career and forging links with the community. Candidates should have experience of pre-school children and parental involvement. The teacher appointed will be responsible for developing practice in teaching our language programme.
Application forms and further details available from the Headteacher (s.a.e.).
Closing date 25th February 1985. (07299) 110015

HAMPSHIRE
KEMPSHOTT COUNTY JUNIOR SCHOOL
Homesteads Road, Kempshott, Basingstoke RG22 5LZ
DEPUTY HEAD - Group 6
Required for September 1985. Candidates will be expected to offer excellent classroom practice and commitment to the Integrated Day plus the ability to offer a significant lead in curriculum and staff development. Please state your curriculum strengths and outline your philosophies in these areas.
Application forms and further details are available from the Headteacher (s.a.e.).
Closing date 25th February 1985. (07300) 110016

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
DEPUTY HEADSHIP
BURBAGE COUNTY JUNIOR SCHOOL
Croyes Road, Burbage, Hinckley, Leics.
Group 6
Head Designate: Mrs R.M. Jones
Required August 1985 an experienced, energetic and enthusiastic teacher able to play a leading role in curriculum development. Approximate NOR 330.
Further details and application form available from the school (SAE).
Closing date 4th March 1985. (34587) 110018

HAMPSHIRE
PORTWAY COUNTY INFANT SCHOOL
Ashfield Road, Andover SP10 3PE
DEPUTY HEAD - Group 4
Required for September 1985. Deputy Headteacher.
Letter of application to the Headteacher giving full c.v., two references and s.a.e. Job specification available on request.
Closing date 25th February 1985. (34550) 110012

HERTFORDSHIRE
HIGH WYCH JMI SCHOOL
High Wych, Nr Sawbridgeworth, Herts.
Head: Mr J.R. Emanuel
Applications are invited from suitably qualified and experienced primary school teachers for the post of Deputy Head at this Group 4 JMI school from September 1985.
Further details and application forms can be obtained from the Divisional Education Office, Scott House, Ragsdell Road, Hertford. Tel: Hertford 54424 Ext. 5638. (33954) 110013

ISLE OF WIGHT
ALL SAINTS CE PRIMARY SCHOOL
Freshwater, IW. PO40 9AX
Age range 5 - 9 years
160 on roll
Applications are invited for the post of DEPUTY HEADTEACHER at this Group 4 Primary School situated on the Western side of the Island.
The appointment will be effective from 1 September 1985.
Application forms and further details available from the County Education Office, County Hall, Newport, IW PO30 1UD, to whom completed forms should be returned by 28 February 1985. (34459) 110014

ISLE OF WIGHT
ST JOHN'S CE PRIMARY SCHOOL
Carter Street, Sandown, IW PO36 8SL
Age range 5 - 9 years
104 on roll
Applications are invited for the post of DEPUTY HEADTEACHER at this Group 3 Primary School which is situated in the popular holiday resort of Sandown.
The appointment will be effective from 1 September 1985.
Application forms and further details available from the County Education Office, County Hall, Newport, IW PO30 1UD, to whom completed forms should be returned by 28 February 1985. (34457) 110012

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
SPRINGFIELD SCHOOL
Bromyard Lane, Sheffield S13 9TZ
Required for Easter 1985 a Deputy Headteacher for this Group 3 plus SPE School.
This is a challenging job in an inner city area serving a multi-racial community for which experience of working with children and parents of all races is an important requirement.
We would welcome applications from all races and either sex.
Sheffield is an equal opportunities employer.
Application forms and further details are available from the Chief Education Officer (Teachers Division) to whom completed forms should be returned at PO Box 61, Leopold Street, Sheffield S1 1RJ by Friday, 1 March 1985. (33797) 110014

EDUCATION DEPARTMENT
GILLINGHAM DIVISION

Experienced and qualified teachers are required for the following posts, to take up duty April or September 1985.

ARDEN C.P. JUNIOR SCHOOL — Scale 3 for responsibility as Year Group Leader.
HEMPSTEAD C.P. INFANT SCHOOL — Temporary Summer Term vacancy for Top Infants.
NAPIER C.P. SCHOOL — Scale 3 post for responsibility of Infant Department.
RICHMOND INFANT SCHOOL — Scale 2 post for Music.
ST. THOMAS R.C. SCHOOL — Possible Scale 2 but probationary teachers will be considered. Junior or Infant trained, ability to offer music an advantage.
TWYDALL C.P. INFANT SCHOOL — Nursery trained teacher for new Nursery Class which will include a proportion of physically handicapped children.
GILLINGHAM DIVISION — Various schools. Qualified teachers willing to undertake temporary work for Summer Term.

Applications by letter in first instance giving present school and names and addresses of two referees, to Divisional Education Officer, Municipal Buildings, Gillingham, Kent. Closing date 22nd February, 1985. (6364)

KENT COUNTY COUNCIL

Scale 2 Posts and above

BARNET
LONDON BOROUGH
REQUIRED April, or SEPTEMBER 1985
SACRED HEART R.C.J.M.I. SCHOOL
Oakleigh Park South, Whetstone N20 9JU
Roll: 417
Experienced Infant Teacher/Scale 2/3 available for suitable candidate to work in a team of three in Open Plan Area, children aged 4 plus to 8 plus. Responsibility for Mathematics and Environmental Studies in the Infant Curriculum. Practising Catholic preferred.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Application forms (s.a.e.) obtainable from the Director of Educational Services, Town Hall, Friern Barnet N11 3DL to be returned to the Head Teacher by 1st March, 1985. (34651) 110020

BRENT
LONDON BOROUGH OF BRENT
NEWFIELD JUNIOR MIXED AND INFANTS SCHOOL
Longstone Ave., Willesden, NW10 3UD
(Roll 168 - Social Priority School)
Required for April 1985.
TEACHER (SCALE 2) FOR COMPUTERS AND SCIENCE.
Applications are invited from experienced Junior Teachers for this Scale 2 post.
The postholder will act as a Curriculum Leader in Computers and Science. There is already an established science curriculum, therefore the emphasis in the first instance will be on computers. The school runs after school activities on Tuesday and an interest in this would be an advantage.
Newfield is actively engaged in developing an anti racist and anti sexist curriculum in which children are active in their own learning and in which the school works in partnership with the parents and the community.
Visits to the school are welcome.

NORTHVIEW JM AND I SCHOOL
Northview Crescent, NW10 1BD
Roll: 176 plus Nursery Unit - Social Priority School
Required from May 1985.
Temporary experienced Infant Junior Teacher, initially for one year. Junior Scale 2 available for suitable applicant. Post to cover maternity leave. Visits welcome.

SUDBURY INFANTS' SCHOOL
Watford Road, Wembley, Middx., HA0 3EY
(Roll: 280)
Required for April 1985 to cover maternity leave.
An enthusiastic and committed teacher to work in this multi-racial infant school in pleasant surroundings. The candidate would be expected to take responsibility for art, craft and display throughout the school. An acting Scale 3 allowance is payable to a suitably qualified and experienced teacher. Visits welcome by appointment.
London Allowance of £1,038 per annum is payable. Brent is an equal opportunities employer.
Brent is fundamentally committed to multi-cultural education.
Application forms (SAE) obtainable from the Headteacher returnable within 10 days. (34669) 110030

DURHAM
COUNTY COUNCIL
NEWTON AYCLIFFE ST. FRANCIS C.E. (AIDED) (JUNIOR MIXED SCHOOL
Salary Scale 2
Applications are invited from suitably qualified and experienced teachers for an absence post. Responsibility for Language Development. Applicants should be communicant members of the Church of England.
Application forms and further details obtainable from the Area Administrative Officer, Civic Centre, Yarm Road, Darlington, on receipt of a foolscap stamped addressed envelope to be returned by Friday 1st March, 1985. (33581) 110040

BIRMINGHAM
CITY COUNCIL
AN EQUAL OPPORTUNITIES EMPLOYER
NANSEN JI SCHOOL
Naseby Road, Birmingham B8 3HG
Tel: 021-327 0477
SCALE 2 BILINGUAL TEACHER
A bilingual teacher, fluent in Punjabi/Urdu is needed to work within the 4 - 7 age range in this large multi-racial primary school.
Application forms and further particulars obtainable from the Headteacher enclosing s.a.e.
Closing date 1 March 1985. (34203) 110020

BROMLEY
LONDON BOROUGH OF BROMLEY
BIGGIN HILL JUNIOR SCHOOL
Old Tye Avenue, Biggin Hill, Westerham, Kent TN16 3LY
An experienced, enthusiastic teacher is required for 22nd April 1985 for a Scale 3 post.
Applicants will be expected to have the knowledge and ability to develop Science and Computer work in the school.
An active member of staff, the successful candidate will have a leading part to play in the daily running of the school.
Initially it will be necessary for the person appointed to be responsible for the School Football/Cricket Teams and to assist with the running of a P.E. Circus and Sports Days.
Interested candidates wishing to visit the school, please tel: Biggin Hill 75846.
Application forms and further details available from the Headmaster at the school (foolscap s.a.e. please) to whom completed forms should be returned by 8th March 1985. (34217) 110020

HAMPSHIRE
PORTWAY COUNTY JUNIOR SCHOOL
Ashfield Road, Andover SP10 3PE
Required April 1985 Scale 2, A experienced teacher to take responsibility for, and co-ordinate Science in this 10 class junior school. Ability to assist with games important.
Applications to the Headmaster of the school, by 22nd February, (07299) 110080

HARINGEY
Progress with Humanity
COLDFALL PRIMARY SCHOOL
Coldfall Avenue, London N10 1RS
Tel: 01-883 0608
Required for April 1985, 2 Teachers (1 infants, 1 junior classes), to work, with enthusiasm and in active co-operation with colleagues in the consolidation and development of the curriculum.
Intending candidates are invited to visit the school and to discuss their interests.
Areas of responsibility will be discussed at interview.
The vacancies are due to normal promotions.
Road posts. Scale 2 approved posts are available for suitably qualified candidates.
London Allowances £1,038 payable. Removal expenses - 100% allowed in approved cases.
Application forms (SAE) may be obtained from The Chief Education Officer, Education Offices, 48-66 Station Road, London N22 4TY, to whom forms should be returned by the 1st March, 1985.
Haringey is An Equal Opportunity Employer. (34252) 110030

HARINGEY
Progress with Humanity
ST. PETER-IN-CHAINS C.E. INFANT SCHOOL
Elm Grove, London N8 9AJ
Tel: 01-340 6789
The Governors wish to appoint an Infant Teacher as soon as possible. Scale 2 post available for suitable candidate, Catholic preferred.
Visits to the school welcome.
Application forms (s.a.e.) from the Chief Education Officer, Education Offices, 48-66 Station Road, Wood Green, London N22 4TY and TO BE RETURNED to Mr. S. Ewing, Chairman of Governors, Rectors at the school by 1st March, 1985.
London Allowance £1,038 payable.
Removal expenses - 100% allowed in approved cases. (34568) 110020

HARINGEY
Progress with Humanity
ST. ANN'S C.E. JUNIOR AND INFANT SCHOOL
Avenue Road, Tottenham, London N15 5JU
Tel: 01-802 8787
Junior Teacher (Committed Christian preferred) required for September, 1985 if possible. Scale 2 post for Maths/Sciences available for suitably qualified and experienced candidate. Interest in Games (in addition to Football) would be an advantage.
Application forms (s.a.e.) from the Chief Education Officer, Education Offices, 48-66 Station Road, Wood Green, London N22 4TY and TO BE RETURNED to the Chairman of Governors, Rev. J.C. Field M.A. St. Anne's Vicarage, South Grove, Tottenham, London N15 5QG by 1st March 1985.
London Allowance £1,038 payable.
Removal expenses - 100% allowed in approved cases. (34649) 110020

HUMBERSIDE
EDUCATION COMMITTEE SCUNTHORPE DIVISION
ST BERNADETTE'S R.C. PRIMARY SCHOOL
Anne's Crescent, Scunthorpe
Head Teacher: Mister Marin Egan
No on Roll: 227
A vacancy exists from 15th April, 1985 for an enthusiastic Junior teacher (Scale 3) responsible for environmental studies, ability to take girls games would be an advantage.
Application forms and further details obtainable from the Head Teacher at the school to whom completed forms should be returned no later than 28th February 1985 (F.S.A.E. please).
Full and fair consideration will be given to all disabled people. (34495) 110020

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SHEPWAY DIVISION
ST MARY'S C.E. (AIDED) PRIMARY SCHOOL
Warren Road, Folkestone, Kent.
Required for April 1985.
1. Teacher (Scale 3) to be in charge of Music throughout the school and additionally responsible for the organisation of resources for general use.
2. Teacher (Scale 3) to coordinate the development of the curriculum in English throughout the school and to be responsible for the library and book clubs.
Further details and application forms from the Headmaster (s.a.e. please). Closing date for applications 25th February 1985. (34754) 110090

NEWHAM
LONDON BOROUGH OF NEWHAM
MARLEY JUNIOR SCHOOL
Hartley Avenue, London E6
Head Teacher: T.E. Rootsey
Number on roll: 333
TEACHER ELIGIBLE FOR MUSIC Scale 2
Required September 1985 or as soon as possible.
London Allowance: £1,038 plus Inner London Allowance.
Application forms (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 26th February 1985.
Education Offices, 370/388 High Street, Stratford, E15 4RD.
An Equal Opportunity Employer. (34432) 110030

NEWHAM
LONDON BOROUGH OF NEWHAM
CENTRAL PARK INFANT SCHOOL
Capel Park Road, London E6 3DW
Head Teacher: Mrs C.L. Simpson
Number on roll: 303 plus 90 parttime nursery
RESPONSIBILITY FOR LANGUAGE Scale 2
Required September 1985 or as soon as possible.
An Infant Teacher who will develop the language curriculum in this multi-racial school. The successful applicant will need to have experience of children whose first language is not English and be able to liaise with other post holders. Visits welcome.
London Allowance: £1,038.
Application forms/further particulars available from the Director of Education to whom completed forms should be returned by 26th February 1985.
Education Offices, 370/388 High Street, Stratford, E15 4RD.
An Equal Opportunity Employer. (34402) 110030

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION DEPARTMENT
AMBERLEY STREET INFANT SCHOOL
East Bailey, Killingworth, Newcastle upon Tyne NE12 6NP
Required for 22nd April or as soon as possible thereafter.
Scale 2 - EXPERIENCED TEACHER initially with caution class, leader in Art and Craft, qualification in Art preferred.
It is the policy of the Council to provide equal employment opportunities and full consideration will be given to all suitably experienced applicants irrespective of disability, sex, marital status.
(34608)

SUTTON
LONDON BOROUGH OF SUTTON
AUDLEY TREACHER MATHS Scale 3/4
Two posts
Also display advertisement under Secondary, Scale 2 and above. (34493)

WALTHAM FOREST
AN EQUAL OPPORTUNITIES EMPLOYER
ST. SAVIOURS C. OF E. PRIMARY SCHOOL
Forulme Avenue, London E17
Head: Mr S. Jones
Required for April or as soon as possible.
LANGUAGE Scale 2
NATION
Successful teacher required for this all through primary School with children aged 11 years to co-ordinate enthusiastic staff development of all aspects of languages across the curriculum. Initially this will take place in Infant class.
SCALE 2 plus inner London Allowances.
Application form & further details available from and returnable to Mrs Watson OBE, Lodge Road, Chingford, London E4 8AA.
Closing date 5th March 1985. Ref. PS4/86. (33399)

WEST SUSSEX
OUR LADY QUEEN OF HEAVEN R.C. FIRST SCHOOL
Hazelwick Lane, Langley Green, Crawley, Sussex
SCALE 2
Lively and enthusiastic teacher required Easter or April 1985 for an enthusiastic Junior teacher (Scale 3) responsible for environmental studies, ability to take girls games would be an advantage.
Application forms and further details obtainable from the Head Teacher at the school to whom completed forms should be returned no later than 28th February 1985 (F.S.A.E. please).
Full and fair consideration will be given to all disabled people. (34495) 110020

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SHEPWAY DIVISION
ST MARY'S C.E. (AIDED) PRIMARY SCHOOL
Warren Road, Folkestone, Kent.
Required for April 1985.
1. Teacher (Scale 3) to be in charge of Music throughout the school and additionally responsible for the organisation of resources for general use.
2. Teacher (Scale 3) to coordinate the development of the curriculum in English throughout the school and to be responsible for the library and book clubs.
Further details and application forms from the Headmaster (s.a.e. please). Closing date for applications 25th February 1985. (34754) 110090

BRENT
LONDON BOROUGH OF BRENT
CHALKHILL INFANTS SCHOOL
Chalkhill Road, Wembley, HA8 9UE
(Roll 165 - Social Priority School)
Required from April 1985.
Experienced Infant Teacher (Scale 1) to take a middle infant class and to teach some of the whole infant curriculum in partnership with another teacher. Commitment to Literacy an advantage.
Visits welcome.

GLADSTONE PARK INFANTS SCHOOL
Sherrick Green Road, NW10 1PD
(Roll: 213 - Social Priority School)
Required as soon as possible. Temporary part-time teacher (Scale 1) wanted for one day per week to cover staff leave.

KENSAL RISE JM AND I SCHOOL
Harvist Road, NW6 6AJ
(Roll: 368 plus part-time Nursery - Social Priority School)
Required as soon as possible. Experienced teacher (Scale 1) and a temporary Infant teacher (Scale 1) to cover maternity leave. Scale 2 and 3 posts available for development responsibilities available.

OLIVER GOLDSMITH INFANT SCHOOL
Clonmore Street, SW18
Kingsbury Road, NW9
(Roll: 161 plus part-time Nursery - Social Priority School)
Required from 15th April 1985. An experienced part-time (Afternoons) Infant Teacher (Scale 1) to work in co-operation with other teachers. Allowance £1,038 per annum is payable. Brent is an Equal Opportunities Employer committed to multi-cultural education. Application forms are obtainable from the Headteacher (s.a.e.) (16484)

Scale 1 Posts

BERKSHIRE
WOODENHILL COUNTY PRIMARY SCHOOL
Woodenhill, Bracknell N.G.R.: 360
Required for September 1985 and/or January 1986 Infant Teacher committed to topic teaching in an open plan area. Ability to offer some Music would be advantageous.
Interviews will be held between February 18th - 28th.
Apply by letter with details to the Headteacher by 25th February. Visit welcomed.
An Equal Opportunity Employer. (33981)

BRENT
LONDON BOROUGH OF BRENT
CHALKHILL INFANTS SCHOOL
Chalkhill Road, Wembley, HA8 9UE
(Roll 165 - Social Priority School)
Required from April 1985.
Experienced Infant Teacher (Scale 1) to take a middle infant class and to teach some of the whole infant curriculum in partnership with another teacher. Commitment to Literacy an advantage.
Visits welcome.

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Required as soon as possible. Temporary part-time teacher (Scale 1) wanted for one day per week to cover staff leave.

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Clonmore Street, SW18
Kingsbury Road, NW9
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Required from 15th April 1985. An experienced part-time (Afternoons) Infant Teacher (Scale 1) to work in co-operation with other teachers. Allowance £1,038 per annum is payable. Brent is an Equal Opportunities Employer committed to multi-cultural education. Application forms are obtainable from the Headteacher (s.a.e.) (16484)

Hounslow
SUPPLY TEACHERS

Applications are invited from qualified and experienced teachers to join the Authority's Supply pool to teach in Nursery, Primary, Secondary and Special Schools. Salary will be paid on Scale 1 + London Allowance £678 p.a. and pro rata.

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EXTRA

BRITISH FILM YEAR

VIDEO & FILM

Qualified optimism

Will British Film Year change educational attitudes to the cinema? Colin McArthur reports

British Film Year is in certain respects a contradictory phenomenon. Mounted against the backdrop of the long decline in cinema production and attendance in the UK – the decline in attendance becoming a precipitous plunge in recent years – its impulses are first and foremost commercial.

The centrality of the commercial dimension is underlined both in the proposal to tour recently successful British films (eg *Chariots of Fire*, *Local Hero*) in the UK and abroad and in the historical dimension of the project being oriented round British academy award-winning films from *Hamlet* to *Gandhi* – facets being perceived in the film trade as commercial as much as cultural indicators.

However, British Film Year is more than a piece of commercial tub-thumping. That it should have this extra dimension emanates from the particular sociology of British film culture which might usefully be exemplified by three of the figures involved in the British Film Year's steering (and subsequently executive) committee: Sir Richard Attenborough, David Puttnam and Colin Young.

Although deeply committed to a successful British commercial film industry, and therefore operating in the marketplace, these men are not hucksters. They are complex figures with some sense of film history and culture and, particularly in the case of Attenborough and Young, close links with British film cultural and educational institutions. Attenborough is Chairman of the British Film Institute's Board of Governors and Young Director of the National Film and Television School and Chairman of the Edinburgh International Film Festival.

These institutional links are reflected in the personnel making up the various committees of British Film Year and almost certainly the connections have led to the British Film Year's not only having an important educational component but one which is knowledgeable and well thought out.

The process of getting film studies accepted as an autonomous subject in the school curriculum has been long and arduous with one of the central enabling forces being the Education Department of the British Film Institute. BFI Education, along with other bodies and individuals, have had to struggle against the massive prejudice within British cultural and educational life, which saw the cinema as little more than cheap entertainment for the masses and as such (see, for example, Leavis and his followers) as a positive threat to cultural values and standards. Film therefore tended to enter the curriculum, if at all, in severely limited ways: as visual aid or as part of 'book' syndrome.

That the British Film Year's educational programme goes some way beyond this stunted framework relates in general terms to the sophistication of figures such as Attenborough and Young but, more concretely, to their having given responsibility for the educational aspects of British Film Year to a film educationist.

Ian Wall, a media studies teacher at Holland Park School, has been seconded specifically to implement the British Film Year educational programme. Wall and his colleagues have – in terms of current educational provision – a substantial budget which will permit them to run seminars for teachers interested in participating in the programme, to make regionally-based appointments which will ensure its national implementation, and to produce study materials.

Thus far there have been three study guides on *Gandhi*, *The Dresser*, and *Another Country*, and it is principally these which give reasonable cause for optimism about British Film Year's educational intentions.

In a sense, the programme is facing two ways. It is saying that cinema deals with a range of phenomena – in the case of the films mentioned above, the colonial experience, the theatre, and the politico-sexual ethos of the public school – and that exposure to films can help discussion of these areas. On the other hand, it is saying that cinema constitutes a specific kind of signifying system and socio-economic institution which cannot be set aside in discussion of particular films.

This is a considerable advance on the dominant position within British education, which has leaned very hard towards the former question at the expense of the latter. Concretely, to take the study guide on *Gandhi* as an example, the students are offered material not only on Gandhi himself, Indian nationalism and British imperialism, but material relating to the construction of character and stereotype in the cinema and the technical/stylistic processes whereby meaning is rendered.

It is perhaps this quality of looking both ways in relation to two separate and autonomous educational traditions which causes the *Gandhi* study guide to be silent on what is arguably the most interesting question, the extent to which particular aesthetic forms (eg the biography) are homologous with particular political discourses (eg a middle-class European view of colonial history). On this question the study guide might usefully have included reference to the critiques of *Gandhi* by Salman Rushdie and Farrukh Dhondy.

However, given the massiveness and difficulty of its task and keeping in mind the horrendous spectre of other options British Film Year might have chosen for its educational programme, there is reason for qualified optimism. In the last analysis, the programme will be judged by the extent to which it permanently shifts the balance in favour of a more considered view of cinema in the educational system.

The tradition in the film trade of a series of one-offs, brilliant comets which hurtle across the sky and are lost, is fundamentally at odds with the tradition of education with its careful building of structures and procedures. The educational dimension of British Film Year will be a success to the extent that it outlives British Film Year.

Colin McArthur is a former member of BFI Education, author of Television and History *and editor of* Scotch Reels: Scotland in Cinema and Television.

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Video magazine

Two and half years ago, Leslie Ryder retired from a long and successful career as "London's media man" in the inspectorate. Two weeks ago he started a new career, and the man who discovered media resources officers has now discovered the *Video Education Magazine*.

Its aim, he says, is to show a variety of experience which will stimulate and provoke teachers, and encourage them to pursue themes more deeply. Judging by the first issue it will do just that. The 60-minute magazine is intended to be dipped in to. So the first issue, on Microelectronics in Education, can be picked up by anyone interested in listening to discussions about Women in Science and Engineering, Learning Skills, Computers in the Classroom, or reviews on books, videos and computer programs. More importantly, they will have the opportunity to *watch* good practice in the classroom.

This last element is where the video format comes in to its own. The looks exchanged by two handicapped boys playing a computer game or the determination and joy on the face of the little girl in her wheelchair, who can suddenly communicate through a specially-adapted computer and joystick – these images will say more to teachers than a thousand talking heads.

Next term's issue, due out in May, will focus on film and television, with items on TVEI in Wigan, and contributions from the BFI, Vincent McGrath (see page 44) and the Royal Photographic Society.

Other numbers in the pipeline will look at libraries, books and resources. Special issues derived from the general magazine will develop particularly interesting items from the magazine – from this term's, one video on Micros in the Classroom and another on Girls in Science.

Gillian Macdonald

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Setting standards

Barry Fox on the interactive video market

Amid all the euphoria over interactive video or "IV" as the future tool for education, there is growing concern that a chaotic lack of standardization could kill this exciting new development stone dead before it has a chance to get off the ground.

Failure of IV would certainly be bad news for Philips and Thorn-EMI. Philips has quietly, but firmly, taken a decision to stop wasting literally millions of pounds a year in Britain alone on futile attempts at selling LaserVision as a dumb carrier for feature films. It is concentrating its efforts on selling the system for interactive use and as a carrier for specialist programmes, like opera and ballet. It is also backing the BBC's interactive Domesday project to the tune of half a million pounds. Thorn-EMI backed the rival VHD system, developed in Japan by JVC, and sells it only for industry and education.

For all the companies involved, the potential rewards from interactive video as an educational tool are high, but if IV fails to break through, the losses could be devastating. Schools and colleges also stand to lose, because IV is a potentially very valuable tool.

A linear programme such as a feature film, whether on disc or tape, is watched passively from beginning to end. Interactivity, where the viewer controls the display of sequences out of their linear order, is of course possible with any video system by using fast search and freeze frame. But it is a clumsy approach. Elegance and ease of operation rely on a coding system which lets the user search out or "address" selected sequences of the programme with great accuracy.

Videodisc offers very fast access, because the pickup head has only to skate across the disc surface. Both LaserVision and VHD can hunt out and display selected sequences from discs, with a delay of only a few seconds. Both systems can also put marker codes on every picture frame stored on the disc, so that searching is accurate to a fraction of a second. But again there is growing confusion over the different standards used to search and display under computer control.

All videodiscs, of whatever programme content, require some form of computer, or at least computer-based, interface to provide control signals. The simplest interactive video system is a disc player which lets the user key in these code numbers by hand to display selected sequences. There is also the option of freezing frames, looping the same sequence over and over again and perhaps running it in slow motion.

Although Philips domestic LaserVision players (as now being sold off for a little over £200) do *not* offer this feature, the VP-830, at £550 does. Pioneer has been selling similar hardware, but in very halfhearted fashion. Such players let pupils access, loop and freeze sequences from educational LaserVision discs, like those on garden birds, Van Gogh and the great railways of the world. Some of these discs have a choice of two soundtracks and extra hard fact information from teletext signals is buried in the disc. This can be displayed on a conventional teletext set.

The Philips VP-831 LaserVision player, at around £700, has the extra facility of an RS-232 computer socket on the rear. This enables the player to be hooked up to a computer, which is then programmed to search out a section of the disc under keyboard control. Usually the programming instructions are contained in one or more computer floppy discs. Immediately this creates a problem with compatibility between different computers and different program languages. Apart from anything else, different computers use different sizes and types of floppy disc which can't be interchanged.

This is why Philips also offers the VP-835, at well over £1,000. It has an onboard computer and stores the necessary program in a pre-packaged solid state memory cartridge, which plugs in like a video game. Although convenient, it adds another dimension to the confusion of standards.

The situation may get worse, as Philips and the BBC pursue their plans for a Domesday disc. Despite BBC publicity about this being a "world standard", it is not. It will be a standard PAL disc, playable on modified European PAL equipment, but the disc will not play on American equipment. The engineers behind the project have not decided on how to mix picture signals, data text and computer programs on the same disc to preserve compatibility with existing PAL players, but at the same time let the Domesday player display pictures and data without undue search delay between instructions. The promise of a two-disc set by September 1986, to mark the 900th anniversary of the original Domesday Book, will be hard to meet. If the project is skimped, all concerned risk getting egg on their faces.

Thorn-EMI has never sold the VHD system domestically in Britain, so there are no playable discs in high street shops. The only programmes available are those made for education and industry, for instance as a training aid for British Steel, for the Health Education Council or for the Manpower Services Commission, to help Britain's growing army of job seekers.

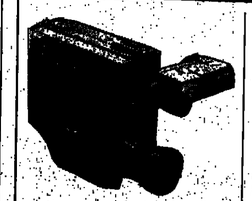
The most exotic VHD interactive system relies on a computer with floppy discs, printer, monitor and VHD player all under computer keyboard control. As an alternative, for instance as part of the Health Education Council's scheme to teach school children about the dangers of alcohol abuse, Thorn-EMI offers a simplified package. This has a player which contains a small computer and "talks" to the VHD player by infra-red remote control links. The basic player costs £450 and the controllers and computer interfaces around £20 each.

All the systems mentioned are on permanent display at the Video Interactive Video Centre, 8 Marylebone Road, London. Director Angus Doulton hopes later to have some more systems installed. These, for instance a highly sophisticated package, which combines a Pioneer LaserVision player with an IBM computer and a touch sensitive screen, so that children can select options by poking their grimy fingers at a screen rather than operating a keyboard. Acorn recently made a rather small announcement about an interactive video package. This uses Pioneer LaserVision players with an Acorn computer, but at the surprisingly high cost of between £3,000 and £4,000.

Being close to the IV marketplace, Doulton sees only too well how difficult to standardize will block progress. "Making interactive video programmes need not be expensive. An American hospital made a disc with a 10,000 dollar budget," he says "but people will not invest in software unless they know there is hardware. Asian I know there is no major education project under way in Britain".

If the industry continues to lament, before even creating a market for interactive video, the chances of a healthy market developing are small. But the manufacturers and software writers argue, with irrefutable logic, that it is too early to see a start. The market has to shake itself down just as it did with narrow gauge and wide before VHS emerged as the winning format.

The supreme irony of interactive video, is that while the government is busy cutting back on funds available for education, the Department of Trade and Industry is putting £2 million (the same as Philips) into the BBC's Domesday Project. If the project fails, through the disc being cobbled together in the short time available, it will set back the cause of interactive video by years. Even if it succeeds, and the discs achieve all that is promised, the DTI must be living in cuckoo land if it believes that the majority of schools will be able to afford the special hardware necessary just to play the two Domesday discs.



Movie news

Panasonic has announced that it will start selling a VHS camcorder (combined video recorder and camera) this May. It will be called VHS Movie. Already JVC is selling a VHS camcorder, called Video Movie, and Sony is selling the rival Beta format, called Beta Movie. So why is the Panasonic launch newsworthy?

Because the Panasonic camcorder uses a full-size VHS cassette offering in theory, up to three or four hours' continuous recording. This is more than either of the other units. But note well the proviso, "in theory".

As a very brief re-cap, Sony launched the first camcorder, Beta Movie. This has the major disadvantage that it only records. Tapes recorded on Beta Movie must be played back on a conventional Beta machine.

Then came JVC's VHS Video Movie, with the same machine marketed under different names by firms like Ferguson. VHS Video Movie plays back, through a miniature TV tube built into the viewfinder. This is useful, some people would say essential, because it lets the camera operator check that the pictures really are going down onto tape. The snag with Video Movie is that it takes only miniature VHS cassettes, which run for half an hour. These can be replayed in the camcorder or they can be played in a domestic machine by loading them into an adaptor which is like a full-size VHS cassette with a hole in the middle for the miniature C (for compact) cassette.

Panasonic is the brand name of Matsushita, which is JVC's parent company. Matsushita says it regards the C-cassette as a compromise. So the new VHS camcorder takes a full-size VHS cassette which can offer up to four hours' recording time, or more usually three hours. But don't get too excited about this. Is there really any hardship in changing cassettes every half hour? More to the point, the batteries needed to run a four-hour tape would be far too heavy for a portable.

The Panasonic rechargeable Nicad battery weighs 600 grammes and is claimed to run the machine for two hours. Although doubtless this claim is justified, it needs qualifying. That is the time for which a battery in perfect condition, and fully charged, can run tape without starting and stopping. Re-chargeable nickel-cadmium batteries seldom perform perfectly, in practice they usually seem to store less power than they should. Also experienced operators want to start and stop the camera, lining up shots through the electronic viewfinder and reviewing previously shot sequences. All this drains the battery power. So does the use of the electronic-powered zoom lens control. Serious video programmers who prepare what they call "takes" will be lucky to get more than half an hour of action on tape with VHS. Movie before needing to change the battery. In this light the half-hour limit on the VHS-C cassette used by Video Movie looks far less significant.

In the long term, however, the Panasonic move is significant. The new camcorder uses the same miniature head drum and mechanics which were developed for JVC's Video Movie. That's why it is smaller than you would think possible. The next stage of development could perhaps be a feature domestic, mains-powered machine, which uses miniature mechanics.

The price of the Panasonic camcorder is not fixed, partly because of the fluctuating state of the pound, but don't expect much change, if any, out of £1,000.

Barry Fox

MEDIA KIDS

'Media Kids OK?' is probably a more valuable introduction to media education in primary schools than any textbook or teachers' manual. Nick Baker reports

Is there a case to be argued in favour of media studies in primary education? Since the early seventies, learning about the mass media has largely been seen as the province of secondary education, and for some time seemed to be rather over-concerned with obsessions about sexism in TV commercials and the unreliability of the news media. Courses were often squeezed uncomfortably into upper secondary general studies courses, alongside sex education and careers. It's only lately that the subject has spread throughout secondary schools in some form or another.

When, last year, Peter Baker of Leicester's Centre for Educational Technology seconded primary school teacher Paul Merrison to look at the possibilities of media studies work in primary schools, he was interested in the viability of running the subject throughout the curriculum from 5 to 18. The result of Merrison's year's work is *Media Kids OK?*, appropriately enough a video rather than a written report. Strictly speaking, the video doesn't propose the case for primary media education, it simply provides a close and entertaining account of how practical work can be undertaken in the primary classroom, using a minimum of hardware and technical expertise.

Merrison starts from the idea that children should be taught to "see rather than look" – a principle which extends well beyond the confines of media studies. "Seeing" implies understanding. "Looking" implies passivity.

Perhaps surprisingly, Merrison has no background of training in media. As an ordinary classroom teacher with a Maths/PE background, he made a series of primary maths programmes for local radio, using lighthearted interviews in classrooms about particular problems children had with maths, rather than "teaching through the microphone". It's characteristic of his approach to education that his introduction to the media was as a "doer" rather than a "studier".

Other than his desire to heighten children's awareness of the media process, Merrison approached his work with no preconceived goals. He firmly believes that the media, particularly television, are enormously influential and that the best way of finding out *how* they influence is by practical work rather than by the study of TV, radio and the press as phenomena. Primary children are happier learning how to do things, rather than learning *about* things. For this reason, much of *Media Kids OK?* is given over to class preparation of short photo stories and video work, with the finished results proudly on display, warts and all.

Primary teachers may be surprised to learn that much of Merrison's media work in four local primaries is already happening as a matter of course in the lower age range. Creating narrative sequences using pictures and discussing the content of pictures and photographs is a well-established way of stimulating talk. But "reading" visual material is also the first step in understanding media. "Making stories out of pictures" is an essential skill for a TV or film director.

The next logical step, with children as young as eight or nine, is to get them to create and photograph their own picture stories, which can be assembled into books or simply recorded onto video with a spoken commentary. The videoed photo story entitled *Gavin's Walk to School* might not rival *Minder* for excitement. However, the detailed map work, the decisions about where to photograph and the photography itself, all undertaken by the children, make the process far more important than the result. Recording the sequence on video is probably the least important part of that process.

Older primary children are shown creating their own dramatic photo stories, and as they learn the grammar of photography and video, they progress to film stories, documentaries, advertisements and even experimentation with animation, using simple stop frame and puppet techniques.

Whatever the results (and some are surprisingly slick while others are authentically awful, but somehow none the less watchable), Merrison stresses the value of the process, with the emphasis on children taking the decision-making roles and operating the equipment. Rather than formally teaching the children about how pictures can be distorted by camera angle or cropping, he lets them find out for themselves. Thus in the short video picture story, *The Thief*, it was the pupils who suggested showing only part of a shot to disguise the villain's identity – all in the interest of keeping the suspense going.

It's a style of working, in groups with plenty of discussion and rehearsal, which many primary teachers are at home with, particularly those with drama experience. The wary are allowed, through unobtrusive "fly on the wall" camerawork to watch Merrison and a full class preparing a simulated news broadcast. In longshot, it looks like a noisy class. Close up, the children are shown working very hard. The amount of reading to each other, as well as talking and listening to each other is impressive. This sequence and others in the video show Merrison working with full classes around the 30 mark – defeating criticisms that this sort of work is impractical except in small groups.

As far as cost is concerned, teachers can create their own picture stories (without video) for the price of the high street chemist's developing charge and the film. Most schools (or teachers or pupils) will have a camera available, and Merrison sings the praises of the virtually idiot-proof Canon Autofocus for prospective buyers. A tripod is a useful accessory, as it allows more than one person to look at possible shots.

As far as video is concerned, lots of schools and virtually all teachers' centres have one or more cameras. An important point to make to prospective buyers of portable video recorders – make sure the equipment you buy doesn't cause "picture break up" in between shots. Putting on still photographs, either slides or prints, is no problem. Children can give the impression of a moving picture by moving the camera over the still photograph or slide. Editing is no problem. Merrison's advice on the subject is clear. Don't. Simply shoot whatever you want in the sequence you want it. A huge variety of soundtrack can be achieved using an audio dub socket on any video recorder. Music, speech, sound effects can all be recorded afterwards. More technically-minded teachers might like to experiment with mixers, but that's not vital.

Media Kids OK? is probably a more valuable introduction to media education in primary schools than any textbook or teachers' manual, because its bias is so practical. It's hoped that the BFI, who partly fund the Leicester Media Education Project, will organize the distribution of the video. But does Merrison see an increased awareness of the professional media in children he has taught? "After a year," he says, "it's too hard to tell. What I hope the video gets across to teachers is that it's a great way to learn and have fun at the same time."

Peter Baker, who organized Merrison's secondment, is happy that at least some of the children in Leicester primaries have reached "media literacy". If they go to secondary schools which have media studies courses, they will have covered an important part of the groundwork.

Media Kids OK? is available from Leicester Centre for Educational Technology, Knighton Fields Teachers' Centre, Herrick Road, Leicester (tel: Leicester 706906).

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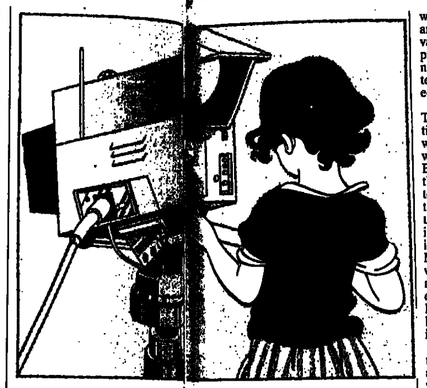
5-16

A matter of course

What do the latest curriculum developments mean for television, video and film studies? Philip Simpson looks at new openings for the 5 to 16 age group, while Mike Clarke focuses on 16 plus



Her Majesty's Inspectors touched on a neural point in the education system when they brought together English and media education in the discussion document *English from 5 to 16.* Literacy is the one aspect of education that everybody cares about, so both the document and the responses it invited received considerable press comment around the time of its publication last November. Most of this comment centred upon the document's provocative suggestion that the formal study of English grammar, as well as its correct usage, should be given more attention in English lessons. But *English from 5 to 16* took a different kind of risk when it also suggested that pupils should be able to understand and evaluate entertainment in television, video and film.

The HMI document talks of "non-verbal accompaniments to speech" as if these were always incidental to meaning. But as Media Studies repeatedly demonstrates, meanings in the contemporary media with which pupils are most familiar are not dependent upon words alone. Looking at what is shown in *News at Ten* as closely as what is said, an exercise we encourage in teaching about television, reveals at once that television is not simply verbal communication with illustrations. The medium itself determines meanings in quite sophisticated ways.

English from 5 to 16 sets out objectives in listening, speaking, reading and writing to be reached by pupils aged 7, 11 and 16. Television and video can play an important practical role in achieving those aims. Both provide not only a resource for practising certain language skills: they offer concrete instances of the way language is really used in society and are of obvious relevance when, as the DES report *Popular TV and Schoolchildren* pointed out, young people between five and 14 spend an average of 23 hours per week watching television.

For 7-year-old pupils almost all the objectives given in the document for listening concern the development of [illegible] and positive attitudes to speech. Contrary to the document, however, experience suggests that young children listen actively to television and can recall complicated stories. Some children may have missed the pleasure of listening to a story "live", and school can offer this; but many will be familiar with television stories and dramas which teachers can draw upon.

Last night's television also provides a useful context for talk; children ask perceptive questions about what they have seen (and enjoyed) and others may be encouraged to do so when presented with a shared and common experience. Until television copyright is altered to legalize the educational use of video recordings, this will have to remain a "morning after" experience but a great deal of school talk is already about this topic, and some teachers are already asking *how The 'A' Team* (or, for that matter, *Blue Peter*) works and why, rather than just condemning or celebrating them.

For 11-year-olds the stress in the document is upon the importance of listening actively and attentively. Listening and understanding the way a story is told, either by the teacher or on television, is indeed an activity to be practised. Again, many children of 11 have little difficulty in following complicated television dramas and it may be a mistake just to discuss, as the document suggests, those plays written for this age range; when television series and serials merit comprehending and critical attention.

Attention to narrative, the story *and* its telling, is an important aspect of listening, and programmes like *By the Sword Divided* or *Coronation Street* (available for school use) both provide useful resources. But the model of listening endorsed by *English from 5 to 16* wouldn't help the understanding demanded by aural *and* visual media since it is restricted to that rare experience, a story told in words alone.

For the development in competence in speaking among 11-year-olds, the document lists appropriate expression, sensitivity to the response of the listener or audience, pertinent questioning, and the expression of ideas as desirable objectives. Recent work by Vincent McGrath, as the BFI/ ILEA/Sony Research Fellow at Beaufort House Primary School, has demonstrated how effective single camera video production can be in realizing these objectives. The production of daily news tapes, school journey reports, and discussions of race and gender encouraged the pupils towards clarity and audibility in speech, sensitivity to audience response, the framing of pertinent questions and the ability to explore a point of view (see page 44).

The scripting, shooting and editing of short programmes were all tasks performed by the pupils, which required constructive group discussion. Of course, Vincent McGrath helped them to develop video expertise but, without simply mimicking professional practices, he taught classes such uses and understanding of the medium as would both extend their powers of expression and offer insight into television generally.

The pupils were attracted by the possibility of using and appearing on television, even when the novelty wore off, and the kind of collaborative work McGrath encouraged made the best use of differing levels of competence in speech and writing. Pupils visibly gained confidence in speaking to each other and to an audience.

Among the objectives for 11-year-olds under "Reading", the document lists interpreting non-verbal information such as maps, signs and symbols associated with the texts they read. Regrettably, the relationships between photographic "signs and symbols" are left out, together with the relationship between such images and their texts.

The BFI Education Department is currently testing with teachers a series of exercises for primary schools on photographic images. The aim of the pack is to encourage children to study images together and to understand how their meanings are construced; it provides an opportunity to talk about what they can see and to suggest stories about the images in the usual way, but the main idea of the pack is to point the way towards the "language" of non-verbal conventions at work in photographs. Their own photographs are also incorporated into the exercise.

This is a realizable objective at this stage and also alerts some children to the possibilities of conventions or a kind of "grammar" underlying everyday use. The analogies with language could be drawn out at the secondary stage.

The objective of reading critically so as to distinguish fact from opinion is proposed by the DES document as early at this stage, and emphasized more under 16 stage. For relating the [illegible] list on a tomato sauce bottle to [illegible] editorial this distinction might be [illegible] but "reading" a news or [illegible] programme on television suggests [illegible] not usually easy to make such [illegible] in those instances where it matters.

Television may be a more [illegible] system of signs than the printed [illegible] the assumption that fact can be [illegible] ushed from opinion simply by [illegible] reading is open to question. [illegible] institutions play a part: any teacher has seen or taken part [illegible] demonstration and then, asked [illegible] 30-second news item on it or [illegible] will realize just what the problem [illegible] that distinction are. The [illegible] pack *Teachers' Protest* (available [illegible] SEFT) shows this and fits into the [illegible] curriculum.

For 16-year-old pupils only, *[illegible] from 5 to 16* makes direct reference [illegible] film, video and television, and [illegible] ments about the value and quality of [illegible] is seen are encouraged. However, [illegible] will be making such judgements [illegible] earlier than this, and, in the case [illegible] television particularly, they are in a [illegible] to discuss their experience of television [illegible] their teachers are.

It is good to see popular entertainment at last proposed as worthy of [illegible] attention, and English teachers should [illegible] some value working out how CSE, [illegible] O/A, and A level in Film Studies could be adapted as elements in English or [illegible] syllabuses described by Mike Clarke in the adjacent article can be used.

By the 16-year-old stage, indeed, some of the objectives listed might be met by using audio-visual media as a "Listening" objectives might be met through the use of television and video and the "Speaking" objectives would be met by only the modest video equipment possessed by some schools and most students. "Reading television" for information, for pleasure, with critical attention, for understanding, and within a society of responsible framework is itself an objective within the DES's conception of English at this stage.

Her Majesty's Inspectors have wisely recognized that television, and the audio-visual media in general, have a part to play in English. It is, however, important to recognize that this is still too little and too late in the pupils' school life.

Philip Simpson is head of the BFI Education Department.

16+

A great deal of film and video teaching – probably most – is not aimed at any examination. Practical video work now features in many different areas of the secondary curriculum, as well as attracting increasing interest in primary schools. Why, then, should the new examination structure demand the attention of media teachers? The answer is that examination courses still largely determine the "pecking order" within schools. Prestige, "respectability" and the distribution of scarce resources are closely tied to whether or not a subject is examinable. Examinations have a symbolic importance which outweighs any question of their material value to the students actually taking them. At its most basic level this means that examination courses, and posts for media teachers involved with them, are far more secure than non-exam ones: after all it can never be right to let down students mid-way through an exam course, can it?

Hence the focus of this article on specialist courses in film, video and television studies directed towards public examinations at 16+. Recognizing that such [illegible] abuses are only usually followed as options by a minority of the population, and that some form of media education should be provided for *all* students, it seems incontrovertible that specialist work in media studies must be preserved and expanded. Besides its "flagship" value, it is also of crucial importance as a proving ground for the development of new ideas, and as an institutional space for teachers with a commitment to media education.

Examination courses in Film Studies, Television Studies and allied areas (collectively, "Media Studies") really took off with the advent of CSE. By 1981 there were well over 100 such CSE courses in England and Wales. Although many of them allowed both teachers and students to make tremendous strikes, the fact that they were "only CSEs" created difficulties. More able students were directed into traditional subjects (with the miracle ingredient: O level) and, lo and behold, Media Studies had an image problem – it was seen as a "sink" subject, expected to absorb all the school's awkward customers. The AEB's Mode III A/O level in Film Studies has little on this, because it had a very different target audience and itself received little publicity.

Whatever problems and openings there may have been in the past, everything is about to change. This coming September will be the last in which fourth year students will begin courses in either CSE or O level. O level Film Studies, O level Modern Communications, CSEs in 57 different varieties of Media Studies will all shortly disappear.

From September 1986 we enter a new era, the Age of GCSE. Opinion generally seems fairly mixed about the new system: teachers have long wanted a single examination, but the proposals outlined by the Secretary of State in June 1984 include features, like criterion referencing, whose implications are far from clear – except that they are bound to require extra work from all those involved with syllabus preparation and examination.

From the Media Studies point of view the situation is also unclear: some teachers expect most specialist teaching to be swept away, while others regard the new 16+ as a way of establishing Media Studies more firmly in the school curriculum. One other consequence of introducing the new GCSE seems inescapable: neither media teachers nor other subject specialists are going to be able to operate the new system without a great deal of relevant, focused in-service training.

However, a long time ago, – even at the British Film Institute/Goldsmiths College National Media Education Conference in 1981 – it was evident that media teachers needed to pay attention to the emerging new structure. Warnings from Len Masterman led to the setting-up of a Society for Education in Film and Television (SEFT) working party to devise national criteria for 16+ exams in Media Studies. Draft national criteria were published in *SCREEN* in March/April 1983, and discussed at a conference in Leicester in May. At the same time a Leicestershire group began writing an actual syllabus proposal for the Midland Examination Group. (MEG).

While the SEFT national criteria were being re-worked (a second draft has just emerged), the Leicestershire proposals were completed; considered by MEG, and sent back for extensive revision. In the interim, Sir Keith Joseph had finally announced that GCSE would go ahead and many things had gradually become clearer.

One of these was that by no means all subjects will have their own specialist, national criteria; another was that the increased bureaucracy of the new system will lead to a substantial reduction in the number of syllabuses – not least, on economic and administrative grounds.

In many areas of the country this will undoubtedly mean that separate examinations in Film Studies, Television Studies, Mass Communications, will no longer be viable. The case for media teachers getting together to thrash out what ought to be in a 16 + syllabus has never been stronger or more urgent.

In Leicestershire, agreement on the goals of Media Studies was quickly reached. The draft syllabus aims to "encourage informed, critical analysis of media output through the development of a wider understanding of the languages, structures and processes of the mass media; disseminate practical skills in media production; foster an active interest in the continuing debates about the place of the mass media in society."

Television and film are seen as central: moving images with sound are now so important as sources of information and imaginative experience that their understanding has to be basic to any Media Studies course. As well as satisfying the relevant committees that it will be effective as an instrument of assessment, the Leicestershire proposal aims to offer opportunities for existing and varied activities, for example in practical coursework, which counts for 20 per cent of the total marks in the examination.

Practical work has been given this degree of prominence in the Leicestershire proposal basically because it is a syllabus in Media Studies, not one in practical video or television techniques *per se.* Twenty per cent is sufficient to allow – indeed, demand – a substantial commitment of time and energy. Students may submit up to 20 minutes of audio-visual material in their two projects for assessment: these may be any kind of video or film – fiction, documentary, music video, animation, – or things like photographic essays or tape-slide presentations, which can be so useful in developing production skills as well as being challenging in their own right.

The importance of varied practical activity is unquestioned, but the Leicestershire group have also wanted to insist that it be combined with a sound conceptual framework. Five notions, none of them particularly simple, are seen as fundamental throughout. These are: the construction of meaning (through selection and combination of element(s); the role of conventions in media productions; the mediation of events by individuals, organizations and technological processes in their transformation into fictional or non-fictional media products; representation and stereotyping; the institutions of the media (the existence and changing nature of systems of production and distribution).

There is only space here for this very brief sketch of some aspects of a 16+ Media Studies syllabus. Other plans are going ahead in London and in Wales. Proposals for the future of media education in general are good, now that BFI governors and HMI are taking a growing interest in media education – *Popular TV and Schoolchildren*, the DES report, has still to be acted upon fully (see page 30).

However, there is no doubt that the mid-1980s are a crucial time for media teachers. The demise of CSE and rise of GCSE must be grasped firmly as an unprecedented opportunity for film, video and television education to move towards its rightful position as a vital part of every student's school experience.

Mike Clarke is Advisory Teacher for Media Education, based at the Leicestershire Centre for Educational Technology.

edits

MEDIA EDUCATION CONFERENCE

The first of a new series of annual national media education conferences is to be held at the University of Bradford on July 12–14.

Organized by SEFT, the conference will be open to teachers and teacher advisers from primary, secondary and further education, throughout the United Kingdom. It will include discussions on curricular developments and changes, and take the form of plenary sessions and workshops.

Teachers are invited to apply to SEFT, 29 Old Compton Street, London W1V 5PL

IDEAS FOR CPVE

Central to the ideology behind the new CPVE course is experiential and activity-based learning within the 10 common core areas. It is here that the potential of the video camera can be fully developed and form a crucial link between the cores, particularly technology and creative development, writes Drusilla Peach.

Having learnt how to handle the equipment properly students can get to know their peers by recording short interviews with them on video or explore their new environment via problem-solving activities which can be recorded for subsequent discussion.

This can progress to encouraging critical thought about the outside world. Adult workers in a variety of work places can be interviewed about different factors affecting their job progress, and students made aware of attitude changes brought about by new roles in life via the making of a tape of a wedding.

Students can be helped to cope with clashes of principle by making a short documentary on a specific issue of concern, perhaps leading ultimately to a final "product" where vision can be linked to sound (dialogue, poetry or music) with computer titles and graphics to culminate in a highly satisfying video which has integrated all 10 core areas of the CPVE.

BFI EASTER SCHOOL

This year's BFI Easter School will be on March 30 – April 3 at the NUT Education Centre in Stoke Rochford Hall, near Grantham in Lincolnshire. The school is intended for those who are new to teaching about the media. It will study "Approaches to Teaching About the Media", introducing some basic concepts and teaching strategies. Members will have the opportunity to explore teaching materials and undertake a practical video exercise.

Applications and £85 fees must be submitted by March 15 to Julie Maher, BFI Education (Easter School), 81 Dean Street, London W1V 6AA (tel: 437 4355).

INITIATIVES

A newsletter on media education was launched last month by SEFT, the Society for Education in Film and Television. Planned to appear once a term, the first issue of "Initiatives" contains items on regional news, the Hargreaves Report, primary schools and video distribution.

Although the first issue has been compiled by a small group of teacher members of SEFT working in London, the organizers hope to produce and distribute it on a national basis. They are eager, therefore, to have as many teachers from as many different areas as possible reading, subscribing and contributing to future issues.

For further details contact Sean Cubitt at SEFT, 29 Old Compton Street, London W1V 5PL (tel: 01-734 3211/5455).

FILM AND VIDEO DISTRIBUTION

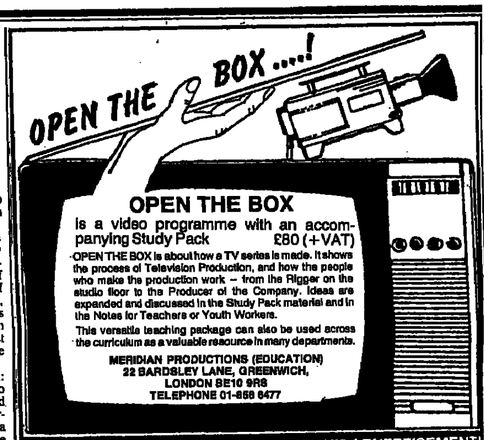
A conference on the future of film and video distribution in education is to be held on April 15 and 16 by the British Universities Film and Video Council. Issues to be discussed include the developing crisis in traditional areas of non-theatric distribution; proposed changes in legislation concerning off-air recording; video publishing and cable.

Producers, distributors, teachers, librarians and educational advisers should apply for further details to The Future of Film and Video Distribution, British Universities Film and Video Council, 55 Greek Street, London W1V

BFI ARCHIVE VIEWING COPIES

The BFI Archive has published a new edition of its "Catalogue of Viewing Copies".

Researchers and students can view the programmes on a Steinbeck by prior arrangement, £4 per hour, £2 for students, and an extra charge for any group wanting to use the small basement cinema) at 81 Dean Street, London W1V 6AA (tel: 01-437 4355).



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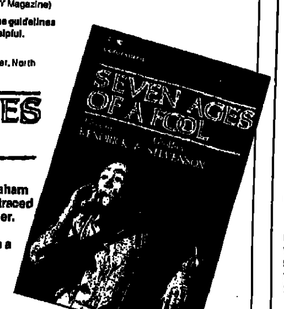

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Seven Ages of a Fool is in two parts of 17 minutes and 20 minutes. A 24-page booklet of discussion and activity material and all the song lyrics is included.

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Wanted: for sale or hire

Bill Hicks looks at the expanding range of video enterprises among the television companies

Britain's television companies are involved in a prolonged, convoluted love-hate relationship with video recorders; a relationship which is always on the verge of a splended consummation, but which never seems quite to deliver the promised riches.

It is about seven years since video recorders became cheap and reliable enough for both schools and individuals to consider acquiring one, yet even now, only a minute fraction of the cumulative output of the United Kingdom's television broadcasts, is readily available on cassette.

To look on the bright side, it must be said that, for educational video users, the state of affairs has improved greatly in the last three years. Schools and other institutions have gained the vital right to record all BBC Schools broadcasts. A similar provision has been granted by ITV companies, based on an annual £5 licence issued by the ITCA to local education authorities. Similarly, the sophisticated educational TV of the Open University can legally be recorded by schools who buy a licence from the OU's distributor, Guild Learning of Peterborough.

Happily, efforts are being made within ITCA companies to widen the range of programmes covered by such licences. Already the blanket ITCA scheme includes a number of continuing education and general interest programmes emanating from various sources (see the IBA's "TV Take Up" leaflet for latest information). And, as *TES* readers should know, two companies, Channel 4 and London Weekend Television, have taken the initiative to establish their own, wider voluntary licensing schemes for educational recording.

But over and above these various schemes, several television companies are making a selection of their output available on cassette for sale or hire. These are largely educational programmes, but there are some general ones too.

Yorkshire Television for example has developed an attractive package of programmes for sale, tailored specifically for the needs and budgets of schools. Its first "Video Education" catalogue, compiled by Geoff Foster and YTV's community education officer Mary Hunter, includes the 10-part series *How We Used To Live*, (20 21-minute programmes, all for £90); *The Cold War Game* (six 26-minute programmes for £55); continuing education series such as *Numbers At Work* and *Counting On*; and a 56-minute biography *Frederick Delius Songs of Farewell* (£45). Coming soon are three *First Tuesday* specials investigating the current heroin epidemic; another *First Tuesday* film about rubella; *Jorvik* about the new Viking centre in York; and the complete economics series, *Question of Economics*, made by YTV for Channel 4. Copious support materials are available for these cassettes, ranging from the ubiquitous teachers' notes to, in one case, a set of complementary computer programs.

The Yorkshire scheme is notable for its relatively low cost per programme – achieved, according to Geoff Foster, by setting minority interests, expensive-to-clear programmes, against cheap but fast-selling money spinners. Like LWT, YTV is a commercial, profit-making organization.

The scheme – in my opinion one of the most enterprising and hope-inspiring developments for educational video of the moment – is merely a development of the type of non-theatric programme sales operation now run by most large British TV companies.

In fact, the BBC, with its worldwide successes with classic series like the *Forsyte Saga*, laid the foundation for such operations. BBC Enterprises was also one of the first TV-linked companies to recognize the potential of the domestic video software market.

When that market was experiencing its most rapid growth, in 1979/80, BBC Enterprises unveiled plans to launch a lavish home video catalogue, full of classic series, comedies, and entertainments for general consumption. But it took the company more than two years to secure the necessary agreements with all the performers' and technicians' unions for video release, by which time the video software market here was in a sorry state, roughly divided between Hollywood-originated blockbusters and their many derivatives, soft-porn merchants and the illicit, often nasty offerings of the pirates. Yet, BBC Video has established itself as a successful consumer video label, kept afloat, perhaps, by the spectacular successes of videos of royal events and the Falklands affair, as well as the most recent pop-music video phenomenon. Its latest releases, to the joy of British comedy fans, include classic episodes of *Hancock's Half Hour*.

On the educational side, BBC Enterprises continues to produce one of the most tempting non-theatric sales catalogues, beautifully illustrated, packed with details of all those marvellous science, natural history, arts, features and drama series enjoyed by UK viewers over the last few years.

The BBC Enterprises catalogue now has a strong rival in the shape of Thames Television International's brand new "Education and Training Catalogue 1984/85". Like the BBC catalogue, it provides a useful resumé of what Thames TV has produced in the recent past and, like the BBC catalogue, its main function is to stimulate overseas sales.

Another new, somewhat more relevant catalogue has just been published by LWT, Channel 4, Trident International and Grampian TV, listing the educational programmes available on video from their joint distributor, Richard Price TV Associates (RPTA). Latest releases include the six-part LWT series about the working of the City of London, called *The Square Mile*; the same company's *The Making of Modern London*; profiles of poet Seamus Heaney; a seven-part survey of impressionist painting presented by the late Tom Keating; and three 52-minute programmes in the series *Jesus: The Evidence*. Prices quoted range from £45 to £56 per programme, depending on running time, with discounts for complete series.

Granada Television is another major provider of ITV educational programmes, particularly in science and natural history subjects, and it also sells programmes for non-theatric audiences (though, to my knowledge, has no catalogue at present). Granada TV also maintains its own consumer video label, and has recently appointed Polygram Video as its sole UK distributor. New releases include six cassettes-full of Evelyn Waugh's *Brideshead Revisited*; and the 1983 Lawrence Olivier production of *King Lear*; six episodes of *Coronation Street* from the early 1960s; and a *Man Of Our Time* documentary about Mahatma Gandhi.

The educational offerings of other ITCA companies are equally interesting, granted understandable regional preoccupations and generally much smaller operations. Anglia TV, for example, has recently entered the video market with nine titles, including a 51-minute performance of Benjamin Britten's *The Young Persons' Guide to the Orchestra*, and six one-hour programmes from its *World Of Survival* series (all £19.95 each).

Border Television markets only two video programmes – *Steam on the Seattle and Carlisle*, and *The Commonwealth CPA Conference on the Isle of Man* – but intends to extend its range.

Channel TV, separated both physically and administratively from the UK mainland, has developed its own, very interesting range of video services for the Jersey education authority. It offers video production services, specializing in under-sea filming as well as video library facilities.

All 15 ITCA companies have community education officers whose chief function is to help teachers to make the best possible use of ITV programmes. If at all possible, they will generally help them obtain copies of programmes not available through other channels.

In addition to the television companies themselves, there are a number of well-established independent sources of TV-originated materials on video. The Concord Films Council is still unrivalled as a source for documentaries on world development, social welfare and human rights issues from all UK television companies, and its catalogue continues to expand in a most satisfying way. Guild Learning remains a major source of TV documentaries and educational programmes from several companies, notably Thames. Some of the best arts films transmitted on LWT's *South Bank Show* are available on hire from the Arts Council Film Library.

With one or two exceptions, all the above relates to TV programmes which are either self-consciously, or demonstrably, "educational". What about the three-quarters or more of all TV output which has no educational pretensions whatsoever, and which consistently occupies the top 20 or 30 places in the viewing charts? As those who teach media studies, or who have attempted to approach television as one of the most powerful influences in contemporary society will realize, it is harder to use a recording of, say *Game For a Laugh* in the classroom, and stay on the right side of the law, than it is to show all 13 hours of Kenneth Clark's *Civilisation*.

To my knowledge, only one organization is building an archive which recognizes the medium as a popular art form, and that, perhaps ironically, is the British Film Institute. The BFI has a Film and Video Library which can provide, on loan, the entire *Blackstuff* and *Boys From the Blackstuff* sequence; seminal episodes of *Z-Cars* from the early 1960s; likewise for *Coronation Street* and *Doctor Who*; as well as top-class TV drama, like the BBC plays *The Imitation Game* and *Licking Hitler*; and a programme as apparently rarified as a Swiss TV/Channel 4 co-production about Jean-Luc Godard's film *Passion* in the making. Hire charges for such programmes range from £7.50 to around £15. The BFI's education department is committed to the study of television as television, in schools as much as in higher education, and is more aware than most of the difficulties facing teachers with similar ideas.

In an ideal world, the BFI library might be funded by the highly profitable ITCA members to expand into a British TV Archive with the same all-inclusive acquisitions policy of the British Library.

In 1985, it is impossible to disagree with Paul Coueslant of LWT, that even the smallest steps towards improving access to television programmes is better than none at all. The government's impending reform of the 1956 Copyright Act, vis-à-vis magnetic recording media, could sweep away certain legal obstructions and render obsolete the mish-mash of licensing scheme tapes. One can only hope the special interests of educational users are being given, at least as serious consideration as those of the publishers and the general consumer.

EXTRA

'We are to some extent in show business – the business of giving entertainment and pleasure to lots of people. Now some would say perhaps that's our only function and I wouldn't agree

Coherence and identity

A new programme director, a new style for the National Film Theatre – Sheila Whitaker talks to Gillian Macdonald about her educational plans

Six months after taking up the post of programme director at the National Film Theatre, Sheila Whitaker is firmly esconced in her box-like office on London's cultural South Bank and ready to talk about plans for the NFT which she regards as "educational with a small e".

A wall lined with film books in front of her and another with film posters from Tyneside Cinema behind, this is a woman who is committed to combining the intellectual and the visual in her programming policy. She describes her role as placing films in a context which is "social, cultural and political", and the means of getting that across as through a clear identity (which can emerge visually through brochures and posters) and coherence (about what you're trying to do). "If that coherence comes across, people begin to respond to it."

The evidence of her past success is the Tyneside Cinema in Newcastle, which, as controller for seven years, she turned into one of the British Film Institute's most successful regional film theatres. At a time when cinema attendances across the country have been in decline, Tyneside's figures this year are 18 per cent up on last year, which was 16 per cent up on the one before.

So how will her vision of coherence affect the NFT? Already there are indications of this in the current schedules, for example, this month's season of "National Fictions". Born out of BFI Education's 1983 Summer School on the Second World War, it is being supported by a discussion on film representations of the war and a book of papers from the summer school. In future, each summer school will be followed up by a similar season at the NFT.

Next month there will be a season on Wales. Alongside it will run events put on by the Welsh Tourist Board, with Welsh music in the foyer and a day conference on representations of the Welsh, to be organized by SEFT, the Society for Education in Film and Television.

Increasing collaboration with other bodies like BFI Education and SEFT will be essential to the financing and work force required to put across this knowledge about film to all the different age groups.

At the children's level, Sheila Whitaker hopes to appeal to a much wider age range. The Junior NFT has traditionally attracted 12 to 16-year-olds with its children's classics and activities. She would also like to establish a clearer identity for them and to increase the activities which have been very successful in the past but have recently been curtailed by a lack of funds. Given more funds, she will introduce weekend animation workshops in the course of the next year. The teaching of film making is not, in her view, a part of the NFT's task, but it contributes to the greater understanding of film theory and criticism which is.

For older children, an early evening programme to run on Fridays will provide an opportunity to catch up on the key classics and build a solid base for learning about film.

Other plans are to work more closely with schools and universities. Teachers at either level, she hopes, will pick up the phone or write to her and suggest screenings and events that she might arrange. Local schools might like to attend special weekday matinees or colleges putting on film courses might want the NFT to screen key films that would benefit from the large screen and acoustics at the film theatre. This is one way in which she sees the NFT fulfilling its function as local cinema to the surrounding London area.

Evening classes for adults are another prospect. BFI Education already runs certificate courses in film studies with the University of London, but the NFT's classes would be uncertificated and aimed at a general audience. "These could tie in with an evening's film or, more positively, be a term's course around the NFT season."

All these schemes sound impressive. But if they also sound extremely ambitious – run alongside a general programme of 2,000 films a year and on a limited budget – they are accompanied by a firm note of realism: "Everything comes down to time and money" . . . or "it is problems of administration and control that sometimes crash the best ideas on the head".

These problems will in the end dictate how much she can fulfil her aims. "I would like to think I'm not autocratic, and that perhaps I will have my mind changed . . . but generally, at the end of the day, it can only work if one person is doing the administration." This was said of her relations with BFI Education in the running of Junior NFT, but it clearly underlies her wholehearted commitment to her job.

BFI Education welcome her appointment at the NFT. They have, she says, always given her strong support – for example, when she advocated the appointment of a media adviser for Newcastle and requested an education officer at the cinema. They will probably do the same if, as she suspects, in the longer term she finds it necessary to have an education officer at the NFT. Whether the BFI will come up with funding on the doorstep of its own Education Department is more dubious, but already her arguments for it are very strong.

The Regional Film Theatres will look to her for support and a new understanding of their problems. A commitment to the regions is something the BFI was stressing this year in its application for government funding.

Having come from a thriving film centre in Newcastle, Sheila Whitaker is strongly opposed to sending complete packages of films round the regions. It is, she says, "at worst, the dead hand of the centre; at best . . . there's still a touch of the centre about it." Instead, she would like relations to be on a one-to-one basis of exchange, where each regional film theatre has its own experts and, above all, its own regional identity. The more enlightened RFTs may rejoice at this attitude, but audiences in regions which are less fortunate in their local programmers could feel disappointed and left out in the cold.

The international London Film Festival appears to be the most sensitive issue regarding her new post. Although it is based at the NFT for three weeks each year, Sheila Whitaker's appointment as its administrator (with Derek Malcolm as supervisor) has only been confirmed for next year, with a big question mark over the future. Given her views on programming coherence and on having the final say, this must feel like a serious threat to her position as programme director. Consequently, it is something she feels unable to discuss, but, at least as regards next year's festival, she agrees that the new children's section requires a higher profile and would like to see foreign films introduced to it. It should, she says, be the high spot of what the NFT is doing all year round. And in keeping with this view, she admits she would like to see seminars around the films for adult audiences.

Sheila Whitaker's job is an exciting if unenviable one, even just in terms of the volume of administrative work – without the team of assistants hovering away in the outer office. But if she and her staff, given the outside support they need, can actually realize all the schemes she is proposing, and if she can get the necessary moral and financial backing from the BFI management, then the NFT promises to be less of a showcase and more of a national centre for film education. If they succeed in providing that intellectual underpinning to the film programme for 52 weeks of the year, it can only gain in what Sheila Whitaker calls coherence and identity.

Videoscope

Mike Lavery, a language course supervisor in Germany, writes:

In modern language teaching and teaching English as a foreign language, video can motivate learners to use the second language creatively as well as for structured practice. It fulfils a function which other training aids cannot fully accomplish. The cultural background to the second language can be brought into the classroom. A photograph of a London bus or a lively pub scene can come to life and the atmosphere be captured on the TV screen. The picture can be held in order to discuss any interesting points it raises. We have, in effect, thousands of still pictures instead of one."

The use of language can be seen in situation and learners' awareness of special register considerably heightened. If the sound track of a video sequence is recorded on cassette, the class can be split into viewers, without sound, and listeners, without picture.

When the two groups come together they try to reconstruct the sequence orally. With the sound turned down, learners can predict what is being said before viewing and listening to the complete sequence; or the video picture can be held when a question is asked and learners try to predict the answer.

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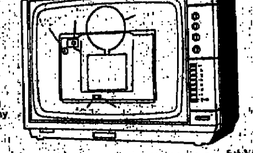

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Q: Do you reckon that we should do more video in school?

A: Yes, I do, because it teaches you more about what you see than what you do in school.

Q: Instead of doing writing and doing work, do you think video's better for us than, er, than work?

A: No! You need both.

Not so much a programme . . .

Roger Martin looks at an exercise in using practical video to explore social issues

Most schools now have access, of one kind or another, to a portable video camera; yet, says Vincent McGrath, "it is more likely to be used on a school journey than, say, as part of a Media Studies programme". This, he feels, is a waste of a powerful learning medium.

Now the Media Resources Officer at Sherbrook Teachers' Centre, from 1982 to 1984 Vincent McGrath undertook a Research Fellowship financed jointly by the British Film Institute Broadcasting Research Unit, ILEA and Sony, to investigate ways in which video could be used in primary schools.

For the two years of his fellowship, Vincent McGrath was based at Beaufort House School, Fulham. Two of the programmes made during this time are about the attempts of a class of 25 10-year-olds to tackle the problems of name calling (in particular racist name calling) and sex roles. In both cases the pupils retained control over the work, deciding on the content and the form it took.

Boys and Girls or Girls and Boys, the pupils' critique of sex roles, was a highly praised entry to the 1984 "Let's Make a Film Festival". Right from the start it was decided that this particular tape would be submitted.

This immediately imposed a time constraint upon the class, as entries were prohibited from being longer than 10 minutes. As it turned out, this proved to be a useful discipline, forcing the pupils to consider economy of expression while retaining coherence.

The making of the tape (as was always the case) included substantial discussion around what boys and girls thought about each other. Vincent McGrath says that this brought to the surface some very entrenched positions; he cites one boy who, with an air of desperation, said that being a girl was the worst possible thing he could think of.

From the class discussion, the pupils worked in small groups, devising a scenario that would examine the question: what would happen if a father lost his job and had to look after the home, while the mother went out to work? This formed the basis of one of the three sequences which eventually constituted the final programme.

Boys and Girls or Girls and Boys is an interesting mixture of forms. It begins with a sequence of fairly straight-forward role-reversal: three boys walk on and adopt a "James Bond"-style posture, aiming an imaginary gun at the camera, while two girls, standing in the foreground of the frame, make sexist comments about the boys' appearance, ending with the "punchline": "Boys, do you know that girls have to put up with that every day? How would you like it?" etc.

Visually, it is an effective sequence. As with many sequences from both of the programmes, scenarios are performed that would be less effective if enacted in the open space of a classroom, encapsulated, as they are, by the frame and articulated through a given choice of shots and camera movements, they have some force.

The second sequence, called the Reiley family, began as an improvisation around the idea of a father having to take over the running of the home. It is distinctly televisual. It is not simply a video of a rehearsed "play"; in it the children have come up with shrewd solutions to formal problems. One was the problem of time, already referred to, and the other was the problem inherent in a group of children improvising dialogue: nobody could be heard. The children's solution was to mime the scene while an on-camera narrator, a girl, provided a commentary. Again, it works: it looks interesting and has a clear point of view.

It could be argued, with some justification, that the children's point of view is not an entirely satisfactory one, as the scene does tend to reproduce stereotypes (when dad takes over the running of breakfast; chaos ensues), but we are talking about 10-year-olds and, in any case, one distinct advantage with video, is that the finished programme can be used for generating further discussion and work. In this sense a programme like *Boys and Girls or Girls and Boys* is not a discrete artefact, produced, consumed and discarded, but is part of an ongoing process of enquiry.

The third sequence consists of a series of interviews with boys about their views concerning the role of the father in the family ("He should go out to work and go down to the pub"), and a group discussion (chaired by a girl) which included a half-way successful attempt on the part of a boy to change a nappy (using a doll) – I say "half-way" as he forgot to take the babies' clothes off first.

Vincent McGrath is convinced that the process of being involved in the programme went some way to modify the attitudes of many of the boys. Throughout, the girls took leading parts and were forceful in the discussions, constantly piggling away at some of the boys' more entrenched attitudes.

Name Calling is, similarly, a mixture of forms. The programme did not set out to be specifically about racism, the project was an exploration of all the children's experience of name calling. As Vincent McGrath says, consequently it could be argued that the tape confuses two issues, namely the general name calling that all children indulge in ("donkey", "big ears", "fat face") and the more specific name calling that is of a racist nature". However, the most moving and forceful moments in the programme come when black and coloured children speak about their experiences of racist language:

"One day I was walking down the road and a boy told me to go back to my own country, and I said to him that I've got no country to go to and I said why do you tell me to go back to my own country if I was born here. I'm just like other people and I felt sad."

As with *Boys and Girls or Girls and Boys*, *Name Calling* concludes with a discussion. The children talked about strategies for dealing with name calling: fighting (this was rejected), reasoning, humouring or simply walking away. With the discussions in both programmes, the camera functions as a structuring device, imposing a discipline that may deny spontaneity but leads to clarity and, above all, communication with the audience. As with the other programme, Vincent McGrath feels that involvement in the production had a real effect on attitudes and "the children's awareness of racist language rose beyond all expectations".

For both programmes (and others made by the school) there was one further pay-off: an evening was arranged for the parents of the children to come and view the programmes. This led to yet another tape, as each child was invited to interview her/his parent(s) about their reactions to the programmes. This tape is an integral part of the others, as in many respects the debates are continued.

Q: Do you reckon that we should do more video in school?
A: Yes, I do, because it teaches you more about what you see than what you do in school.
Q: Instead of doing writing and doing work, do you think video is better for us than, er, than work?
A: No! You need both!

Vincent McGrath believes that constructive use of the video camera can both help young children to develop televisual literacy and promote active learning. Because so many skills are utilized in the making of a programme, participation can lead to enhanced self-confidence and oral ability. And all the time, of course, the children are learning something more about the way television constructs meaning, not simply by emulating what the professionals do, but by responding to particular problems with their own solutions.

The evidences of these programmes is that they also offer children a new opportunity to develop their ideas and to make statements about important issues in their own lives.

Roger Martin teaches film and television at Kidbrooke School in London.

Video Software pages appear every 3rd Friday of the month

Illusions of movement

Sheila Mackay talks to Jessica Langford about the value of animation

Film Workshop Trust pictures

"Animation is one of the most creative, exciting and simple ways of making film, and, as young people in workshops discover to their delight, you don't have to be a Disney to make an animation film," says Jessica Langford, who founded Scotland's only Animation Workshop in 1981. "The enthusiasm and spontaneity shown by young people in response to the anything-can-happen magic of animation is enormously rewarding."

In addition to running animation workshops and in-service courses for teachers and youth and community workers, Jessica Langford is currently planning a film, with Edinburgh's Multicultural Centre, which embraces British Film Year, the International Year of Animation and United Nations Year of Youth. She is one of a dozen animators from countries all over the world who are celebrating two of the "years" by making a film on the theme of peace. The individual films will be edited together and shown as a whole at international film events.

Jessica Langford came to Scotland in 1981 and arranged to meet the staff of Film Workshop Trust, which was established in 1977 to provide youth and community groups with training and access to equipment in the media of photography, slide-tape, film animation and video. With FWT's support and blessing, but no capital to speak of, she embarked on a two-year uphill struggle to establish an animation workshop in a space provided by Theatre Workshop Edinburgh.

She is now a full-time member of FWT's staff, and the Animation Workshop is well established, with funding from the Scottish Film Council and Lothian Region, and occasional backing from other sources for special projects. It offers daily access to facilities to independent non-commercial film makers, weekly production courses for adults and young people and a wide range of projects to schools and youth and community centres.

Asked for a basic definition of animation, Jessica Langford replies that it is "the art of creating an illusion of movement on film". The production process is an ideal educational medium involving many simple techniques and skills. Overhead costs are small, and most schools and community groups have, or have access through resource centres to, the basic technical equipment required to make an animation film – a camera, tripod, lights or lightbox.

Conventional drawing comes into making a film but Jessica also encourages film makers to experiment with animating everyday objects like leaves, feathers, glass beads, sand and silhouettes on a lightbox to discover interesting images to express their ideas most effectively.

"Animation is all about timing; expressing an idea or feeling through movement and speed. The way in which a character moves conveys how it is feeling – sad or happy? how old? how big? and so on.

"Working on a film teaches children to be sensitive, to observe detail, and to concentrate. It is marvellous how young people will concentrate if they are excited and interested in a process to which everyone can contribute at different levels. That includes writing the story, drawing up the storyboard, preparing the artwork, setting up the equipment, calculating the simple mathematics of animating the artwork, filming, devising a soundtrack to synchronize with the images that have been developed, and, of course, seeing the film they have made for the first time."

In addition to the more obvious educational aspects of animation and its value in developing creativity, Jessica Langford and other enthusiasts,

1985 Year of Animation

including Eddie Dick, the Scottish Film Council's Media Development Officer, emphasize its potential in encouraging more media-conscious audiences. They argue that offering young people the opportunity to be involved in the process of production confronts them with the questions how? why? by whom? and for whom?

"Animation is a strict discipline which teaches the importance of selection and the clear and concise expression of ideas," says Jessica. "It also introduces young people to film language and encourages consciousness of how this and other media work."

Eddie Dick sees animation as an exciting tool in the future development of media studies: "Nine modules in this subject are currently being tried out in something like 100 secondary schools and colleges throughout Scotland and I very much hope that funding will become available to add a 10th module – animation – in the course of this year.

"The real importance of Jessica Langford's work to date has been in the lower reaches of secondary and the upper reaches of primary schools. Animation's qualities of cost-effectiveness and flexibility, added to its immediate appeal and creative and educational potential for this age group, place it in line with recommendations contained in the Scottish Education Department's forthcoming report on 10 to 14-year-olds.

But another place where animation could have great impact is the 16 to 18-year-old Action Plan, currently being tested; in art, for example, where youngsters are quickly turned off the subject if they feel they can't draw, and in English, if they feel they can't write. Animation does not demand a high level of skill in art or English or in technical ability, yet it provides a perfect touchstone for creativity.

As Eddie Dick points out, "Jessica is an underfunded, one-woman show". But he hopes that as realistic funding becomes available, some of Scotland's 250 freelance film makers will learn animation skills in courses like her in-service workshops.

So far, most of Jessica's work in schools has been with primary classes in Lothian Region, though she travels as far north as Inverness and south to London by special invitation. The content of the films she has made with children varies enormously, from surreal fantasies illustrating pieces of music, to satirical comments or documentaries on contemporary issues which a group feels strongly about.

Sometimes the subject of a film is linked to a curriculum subject – *Kaleidoscope*, for example, was linked to environmental studies, and another film was produced as part of a mathematics course by animating shapes and matches. What Jessica calls the Animation Basics workshops are also effective in developing social skills and creativity in both physically and mentally handicapped children and adults. One of the most recently made Animation Workshop films is *The Mystery of the Missing Mouse*, which is the work of 20 trainees at Edinburgh's Longstone Adult Training Centre.

A new and enjoyable departure for the Animation Workshop has been the use of several of its animated films as fillers before the main film release in a local cinema. Film Workshop Trust has made a documentary video about the Animation Workshop which is available, in addition to a selection of the animated films, on hire to individuals or groups who want to know more. Jessica Langford is also working on a book called *Animation Basics*, in preparation for the demand which almost certainly lies just round the corner.

For further information about the Animation Workshop, contact Film Workshop Trust, 17 Great King Street, Edinburgh EH3 6QW (tel: 031-556 2078).

Community projects

The Albany Empire, situated in the not so soft underbelly of South East London, houses a range of community projects, including Albany Video. The video project started over 10 years ago as a facility available to local people on an open-access basis.

The idea was that playgroups or tenants' associations could work with staff to make tapes which would communicate their views to those with social and political responsibilities in the area. While lack of funds and the level of technology available at the time ensured that productions remained simple, the potential was there for a new directness and authenticity.

Ordinary people were, for the first time, beginning to control a medium which had previously been in the hands of a few select professionals. It wasn't necessarily art, but it was a new cultural activity which was socially relevant and sometimes had a keen cutting edge.

Gradually the project developed and changed. Albany Video can now claim to be a professional organization which exists outside the mainstream because it is culturally, not commercially, orientated. Funded by Channel 4, the GLC and Greater London Arts, it has both amateur and professional production equipment. It is also beginning to develop a distribution library, not only for its own tapes but also for those from other grant-aided film/video workshops which have developed across the country.

What then of their tapes? Are they relevant to education? Well, they don't match the usual standards or the conventions of broadcasting. Nor are they intended to be in the usual sense of the term, educational resources. Instead, by raising issues about the everyday social knowledge which influences us all, they relate to such broadly-defined areas as health, multi-racial and media education. Moreover, the issues they raise about race, unemployment or feminism are seen from the perspectives of, or are presented by, the people they affect most.

Among the selection I saw, three were presented by young peoples' theatre groups. *Another Stage* shows young people enacting scenes from their everyday lives at school, at work or being unemployed. They come together in the evening for a drama workshop in which they each perform a solo spot expressing their attitudes towards work. The actors' performances and the production complement each other in a naturalistic style which is both fluent and convincing.

I in 44, a statistic about teenage pregnancy, is brought to life by members of Nottingham Youth Theatre. It's not presented as a linear narrative but uses a series of sequential variations to question typical attitudes towards teenage pregnancy. (It would be useful material to help start a crucial discussion.) The production is as inventive as the performances are youthful, with the result that it comes over as an authentic representation of the young people themselves. And this, not slick professionalism, gives it strength.

Deaf Terrorists or The Hearing World silently signs its way through a plot to blow up a telephone exchange. Although the production sometimes has to struggle to be convincing, it's a worthy attempt at a piece of creative drama by an all-deaf group.

All the programmes are useful, varied examples of young peoples' drama work. They may also serve as stimuli for practical work in media education. The subject content and inventive use of simple locations are exactly what young people need to understand in order to make their work effective.

Jim Hornsby

Further information from: Albany Video Distribution, Douglas Way, London SE8 (tel: 01-692 4322).

Jim Hornsby is an independent video producer and former FTV Film and Video studies.

Regional support

Wanting to start courses on the media? Malcolm Allen suggests how regional film officers might help

Wanting to run a course on television or the media? Interested in having film and video production courses? Needing a good film to encourage class discussion on unemployment?

The world of film, video and television has begun to enter the life of schools and colleges; slowly perhaps, given its preponderance in the rest of our lives, but surely. This movement may be fuelled by the initiative of James Learmonth, HMI, in setting up regional groups including educationists and broadcasters, following the report *Popular Television and School-children* (see page 30). But dozens of time-consuming problems appear when attempting worthwhile work in film and television. A lot of them arise from a simple lack of information.

This is the point at which a regional Film and Video Officer can help. Regional Arts Associations are organizations which encourage, promote and fund arts activities in the regions; almost all of them employ Film and Video Officers who are responsible for film theatres, film societies, film/video production workshops, production projects and education activity. Their work covers the whole spectrum of production, distribution, exhibition and education: community video to regional television. They will be in contact with scores of people in their area working in film, video or television. Their address book alone is an invaluable resource.

They will also be in touch with an army of national organizations, from the British Film Institute to Channel 4 to the Women's Film and Television Network. Scores of regional contacts become hundreds nationally. If your Film and Video Officer doesn't have the answer immediately he or she will know where to go.

At this modest level, Film and Video Officers can provide information and contacts. Can I get hold of *Boys from the Blacksuff*? Are there teaching materials on films or television programmes? Is there someone to run an animation course at my school?

More ambitiously, there exists an opportunity to forge active collaborations between schools, cinemas and production workshops. For example, when one school's department discovered a space existed within a Mode 3 component of an English A level which allowed for the introduction of a Film Studies course, they were able to approach us for advice. Together we worked out a one-year course around which three schools formed a consortium.

The New Cinema, one of our funded venues, was keen on hosting the course and we brought along people such as Trevor Griffiths and Bill Douglas to talk about their work. So, film studies in a real cinema and a sprinkling of celebrities resulted in an exhilarating experience for us and the kids. The course also took advantage of teaching packs and other resources available from, for example, BFI Education which also found a bit of money to help.

On another occasion the schoolchildren of Nottingham Youth Theatre wanted to make a video. They were introduced to a regional video maker who worked with them over several weeks on a project to which we awarded £2,000 from our production fund. The result was *I in 44*, a 20-minute tape on pregnancy among 16-year-old girls, which won first prize at a national video competition and was enthusiastically received at a BFI National Conference and Bracknell's Video Festival. It is now widely shown in schools and youth clubs and is distributed nationally by Albany Video, London (see adjacent article).

The same video maker was invited for a 10-week residency at another college. He worked with a group of students who chose video as an option and they produced a "pop video" based on a song written by one of the group. The result is now part of a package promoted by Nottingham Video Project and Derby Video Project. This is a far cry from the temporary enchantment with video technology which gripped educational institutions about 12 years ago, leading to a frenzied purchase of equipment which is now collecting dust in stock cupboards throughout the country. No one knew what to do with it. Exploiting those national connexions has enhanced the project enormously and increased the ambition and involvement of the kids.

Film, video and television in education offer radical challenges to existing curricula, but they require an alliance of educationists, exhibitors, film and video makers and writers. Film and Video Officers can help in bringing that about.

For further information about Regional Arts Associations and their film, video and television work, contact Council of Regional Arts Associations, 2nd Floor, 66-72 St John's Road, Clapham Junction, London SW11 1PT (tel: 01-223 5472).

Malcolm Allen has been Film and Video Officer for East Midlands Arts for the past five years. He is leaving to become a freelance film/TV producer.

VIDEO REVIEWS

EXTRA

BITS & PIECES

Seamus Hegarty looks at a new type of video pack for children with learning difficulties

Mixing oil and water

Shell Better Britain Campaign
Water and Wetlands, 22 minutes
Benwell, 13 minutes
Available, free of charge, from the Campaign Administrator, Shell Better Britain Campaign, Nature Conservation Council, Northminster House, Peterborough PE1 1UA (also from the offices of Scottish Conservation Projects, BYCV and the Civic Trust).

I do not doubt the sincerity of those oil company employees who run conservation schemes; the problem is that the left hand may not always be aware of the activities of the right (and may even be kept intentionally in ignorance).

How should we react to oil company sponsorship of conservation? Dismiss it as a public relations exercise or, at a time when wildlife is seriously threatened, welcome any small advance? Some of our most important conservation bodies incline toward the latter view and three (the Nature Conservancy Council, the Civic Trust and the British Trust for Conservation Volunteers) are involved in the Shell Better Britain Campaign. Indeed, after more than a decade of involvement and observation, Phillip Oswald of the NCC considers that apart from the obvious advantages to donor and recipient, conservation sponsorship has an indirect influence on attitudes within a company.

Shell's sponsorship of the Wicken Fen project is helping the work being done on a marvellous swampy alder carr, already recognized as a Site of Special Scientific Interest, at Moor Park in Surrey. The Surrey Trust for Nature Conservation and BTCV are labouring to keep the area both open and wet, by thinning out reeds and young alders. A more open habitat should attract smaller marsh birds and provide a place for typical wetland plants such as meadowsweet.

Shell sponsorship has provided funds for a wooden boardwalk to allow access for visitors and workers into the marshy places. Working myself on a grade one nature reserve, whose waters are opaque all summer with algal blue, I envy these Surrey volunteers their pure water and rich wildlife.

The restoration of a man-made lake is in progress at Loose Valley in Kent, where the local scout troop's search for a place to camp ended with their buying a 40-acre valley site. As well as attacking the problems for the silted-up and leaking lake with its derelict weir and sluice, volunteer groups are hard at work repairing footpaths, rebuilding walls and planting trees. It is an ambitious project and it was difficult to get under way in the early days, but now results can be seen, there is no shortage of volunteers.

Benwell is an urban project taking place in Newcastle-upon-Tyne. The City Council and BTCV are collaborating with local residents to transform five acres of land, left bare by the demolition of slum housing, into Benwell Nature Park. A large pond has been made, grass sown and trees and shrubs planted. There are already many visitors who come both to look and to work. The local primary school overlooks the site and teachers and children regularly take part in the project.

I would have welcomed more in these videos about the places themselves and the field-work, and fewer awkward speeches to camera. Unseasoned broadcasters are almost always at their best explaining their work as they do it: the marvellous ladies rebuilding a dry stone wall on the Kent site was a fine example. Such glimpses of work in progress and the evidence of sustained volunteer support makes heartening viewing.

Francesca Greenoak

Bits and Pieces
Colours
In, On and Under
Porterpack Learning Materials
£50 each
Available from Porterpacks, 7 Horsefair Green, Stony Stratford, Milton Keynes MK11 1JW.

Children with learning difficulties benefit in a particular way from the use of audio-visual resources in their teaching. Basic concepts often have to be gone over again and again and skills have to be practised repeatedly before they are mastered. The obvious difficulty – and a major reason why teaching this group is so challenging – is the boredom that such repetition can bring about.

Parents and teachers have to be endlessly inventive in finding new ways of presenting the same concepts and providing practice in basic skills. This is where audio-visual resources can score. The same content can be presented in different ways – animation, film/video of real life, worksheets, games, music and so forth. As well as avoiding boredom and, thereby, enhancing motivation, this multiplicity of presentation can help children to a fuller grasp of concepts and enable them to generalize concepts and skills more easily.

Porterpacks are built around this notion of multiple presentation of basic topics. The packs comprise: a 15-minute video programme, which includes direct teaching, animation, illustrated stories, music and scenes from real life; colour photographs taken from the video programme; worksheets and games; and, in two packs only, an audio tape of excerpts from the video soundtrack.

The three packs available to date confine themselves to work on concepts. (Packs in preparation, which include Shopping, Writing and Money, may extend into skills.) *Bits and Pieces* deals with basic parts of the body and how we use them. *Colours* has to do with naming, sorting and using the colours red, blue, yellow and green. *In, On, and Under* covers the use of these prepositions.

The target audience of the pack is not specified other than as "children with learning difficulties". Their prime use would appear to be with junior age children with moderate learning difficulties. I have found that they also work well with normal children of pre-school and reception-class age.

The most striking feature of the video components in use is their success in engaging children's attention. The necessary repetition is achieved within a framework of structured variety. Take *Colours*, for instance. First, different coloured objects are named. Then, a young actor – a most engaging character, who appears in each of the programmes – sorts objects by colour. Next, he paints a picture using the same colours. This is followed by a colour song and, finally, a collection of everyday objects which have a pronounced colour.

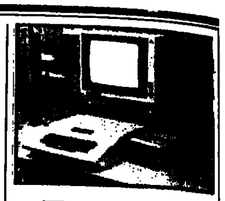
An unusual feature of the programmes is the provision of "gaps" or spaces on the tapes where users can add their own comments. Presumably, this is intended as an opportunity for the teacher to individualize the material and, in the words of the users' notes, "make viewing an *active* learning situation".

This is certainly an interesting departure and enables users to explore the teaching/learning possibilities of video as a medium. Too often video is used as a sort of glorified slide show – without the flexibility or pedagogic precision of well-constructed slide sequences – and its specific capacity to aid learning is not realized.

That said however, it is to be regretted that the users' notes offer no guidance or suggestions on how to utilize this opportunity. The notes are as skimpy on this as they are in most other respects, and it is likely that teachers will make less than full use of this interesting innovation.

The packs as presented here have a number of weaknesses. Some such as the poor packaging could be easily rectified. Others are more substantial and would entail re-shooting parts of the video material. The most glaring example is when the basic colours are being introduced and the four "green" objects vary in colour from dark green to a light grey-green. Other shots from the videos, some of them repeated in the photographs, are likely to be ambiguous if not confusing for the target group because of poor positioning and colour blocking.

In summary then, these packs can be given a cautious welcome. Hardly the "new concept in the education of children with learning difficulties" that the publicity blurb claims, but certainly an additional resource for the teaching of junior age children with moderate learning difficulties. There are weaknesses as outlined above. These are all the more notable in view of the price which is pitched at a level where one would expect a more finished product. These reservations aside, the materials are well conceived and should certainly engage the target group in a constructive way.



Type and talk

Micros in the Wider Curriculum
Talking Programs
Available on free loan from MEP Regional Centres. Copyright free, but some centres may charge for postage

Many special schools and units have either recently acquired their first computer, or else are waiting to see firm evidence of benefits to pupils before spending over £1,000 on a basic system with inevitable peripherals. The conceptual gap between such schools and the handful of enthusiasts who are involved in writing and developing software should not be underestimated, and these tapes attempt to make the latest developments more widely accessible.

Both tapes are concerned with moderate rather than severe learning difficulties, and fall somewhere between in-service training and journalism – teachers will not necessarily be able to do any more with computers as a result of watching them, but they may, as I did, feel that they are better informed.

Micros in the Wider Curriculum is the more convincing of the two because all of the programs are (sometimes rather fleetingly) shown in use as part of normal school work. It runs for 26 minutes, is supported by useful notes, and would make a good basis for a staff meeting.

The programs provide practical examples of the use of computers to support and extend the curriculum, and include work on map-reading, practical science, mathematics, social studies and music. The Lock', a simple simulation which complements a visit to a local canal, is one of the most successful sequences as it is shown in sufficient detail to provide a clear impression of the impact of the program on the pupils' thinking. Some of the other programs, particularly those concerned with mathematics, would have benefited from similarly extensive treatment. Nevertheless, there is clear evidence throughout the tape of computers contributing to pupils' self-confidence and intellectual development, and it may well help to dispel some basic misconceptions.

Talking Programs, a survey of the available varieties of computerized speech, is concerned with work in progress and may, therefore, have less immediate practical applications. Its most impressive feature is a "work station" in which a BBC system, linked to a Perkins brailler and a Votrex "Type 'n Talk" speech synthesizer, operates as a talking wordprocessor and allows Darren, who has very little sight, to attend a normal school.

The synthesizer reads back what Darren has written before it is printed out and gives him some of the information and control available to a sighted person. However, the tape shows only glimpses of the equipment in use, so that it is not possible to form a clear idea of its effect on the quality of Darren's work. This is unfortunate, as the poor quality of the speech itself renders it virtually useless outside this highly specialized context.

There are two further versions of computerized speech, respectively termed "synchronized" and "digital". The former, recorded by the teacher on to a tape and played back at appropriate points in the program, is the only one of the three to retain the characteristics of the human voice, although the words can only be used exactly as recorded.

"Digital" speech, produced via a wordship, has a vocabulary restricted to 200 words, which can be assembled in any order. The voice, however, is flat, dreary and somehow dehumanized, and will have to be improved beyond all measure if it is to become acceptable for use in schools.

John Bald

You are what you eat
Flour Advisory Bureau
VHS and Betamax
£11.15 (including p&p)
National Audio-Visual Aids Library, Paxton Place, Gipsy Road, London SE27 9SR.

The Flour Advisory Bureau have recently produced a video about nutrition for 9 to 13-year-olds, entitled *You Are What You Eat*. This video is comparable to the "curate's egg" – it is good in parts. It is intended as an audio-visual aid to raise the awareness of the importance of nutritional choice and health to children, a commendable aim which, unfortunately, is not fully realized.

A "snappy", well-presented introduction by Johnny Ball, immediately held the attention of a group of 12-year-olds. A clear and concise description of energy requirements, body composition and the need for food followed.

The video then switched from clear educational messages to a section about food, and this is when it became difficult to identify the author's intentions. The nutritional value of the information was dubious and not in line with the current food and health guidelines as identified in the recent James report. This was a pity since the animated section on digestion and the historical references to the varying problems of malnutrition were extremely good and proved most interesting to the group of young viewers. However, this did not make up for the lack of consideration of multi-ethnic eating patterns or the introduction of abstract notions of food distribution and economic issues.

The difficulty of putting such complex information over to children of middle school age is well recognized. Younger children respond well to clear and concise information which they are able to relate to their own experience or, in this case, their own eating habits. This aim was not fully realized in this video.

Lesley Smith

Curate's egg

Life on the campus

University of Sussex Video
VHS, Betamax or U-matic
Made by Document Films
Available on free loan from The Admissions Officer, Arts D, University of Sussex, Falmer, Brighton BN1.

When Richard Attenborough is the executive producer of a video, it takes a claim to be taken seriously. Indeed, one benefit of his being Pro-Chancellor of the University of Sussex should be to bring about such initiatives, although we shouldn't expect another *Gandhi* extolling the virtues of a new university near the south coast of England.

From a potential cast of 1,600 residents on campus, a personable bunch has been chosen for its first media break. Alas, few of them will be able to capitalize on this début for an entry into show-biz as voices are seldom identified with people. The gaggle of aerobic dancers will stand little chance of getting into the next Busby Berkeley pastiche, but we saw one black girl working out who was real star material.

Worse than not hearing the students' opinions about Sussex coming out of real faces is not being told who the academic staff are. Perhaps Sussex wants to attract only those sixth-formers who can instantly recognize Jonathan Miller, but other distinguished staff are seen teaching who are less well known by public appearances. I identified the Professor of the Sex Life of Goldfish, FRS, but I doubt if his face is known in schools throughout the land. Nor is there any back-up written material to help.

The result is an impressionistic picture of the campus, set between the South Downs and the sea, it is attractive to watch and wittily cut to its own internal music, to the extent that it could have a supplementary role illustrating the craft of film making. Sussex emerges as a friendly place where tutors smile tolerantly at attempts at self-expression and organize weekends in Paris to look at the new Left. It looks a bit like Milton Keynes, well-you've only got one year on campus, then you can get lodgings in naughty old Brighton, not that we saw much of that apart from a graduation ceremony.

The university has lots of new equipment, a multi-gym, two xylophones, all kinds of computers. They will help you look for a job before you leave, although we didn't hear from anyone who had found one, nor learn whether the milk-round stops here. We saw people drinking and dancing, but no food seemed to be provided. You have to want to fend for yourself, as one of the unseen voices commented. If this appealed, a candidate would then have to go to the prospectus to find out what courses were offered and who taught them.

More videos like this would be a great help to schools in illustrating the varying lifestyles of our universities and colleges, and is only a logical extension of using them to choose homes and holidays.

Judith Mirzoeff

PRIMARY EDUCATION
continued

BRENT
LONDON BOROUGH
OUR LADY OF GRACE R.C. INFANT SCHOOL
Dollis Hill Avenue, NW2
(Roll 215 plus 60 part-time nursery)
Required for Easter or September 1985. Infant Teacher Scale 1.
Applications are invited from enthusiastic infant trained or experienced teachers/nursery training teachers for an advantage but would be an asset. Scale 2 post not essential. Scale 2 post available for suitably qualified candidate.
Mathematics/Language strength would be of particular interest but all applicants should state their areas of experience. Committed Catholic preferred.
Visits to the school welcome. Please telephone the Headteacher on 01-450 6787 for an assessment.
Application forms (SAE) may be obtained from Mrs P. Dunsan, 14 Olive Road, NW2 6TY and should be returned to the above address by 25th February 1985.
London allowance of £1,038 per annum payable.
Brent is an equal opportunity committed to multi-cultural education. (34664) 110092

BUCKINGHAMSHIRE
MILTON KEYNES AREA
An Equal Opportunity Employer
RIVERS COUNTY FIRST SCHOOL
Trent Road, Bletchley
Milton Keynes MK3 7EB
Required from the beginning of the summer term, an experienced teacher for a class of 5 to 6 year old pupils. Scale 2.
This is a temporary post to cover maternity leave.
Apply in letter to the Headteacher, Mrs J. Stelfe, giving full curriculum vitae and the names and addresses of two referees. 110092
(34431)

CAMBRIDGESHIRE
(Equal Opportunity Employer)
HISTON & IMPINGTON INFANTS SCHOOL
New School Road, Histon, Cambridge
Required from 15th April temporary part-time NURSERY TEACHER (40%) for Summer Term only, to assist with co-ordination of a home/school reading project.
Application forms and further details from the Head Teacher (SAE please). 110092
(34661)

DUDLEY
METROPOLITAN BOROUGH
(An Equal Opportunity Employer)
WREN'S NEST PRIMARY SCHOOL
Foxglove Road, Wren's Nest Estate, Dudley, West Mids. DY1 3SQ
Temporary TEACHER required from 23rd April to 31st August to take class of 10 - 11 year olds. Re-advertisement, previous applicants need not re-apply.
Application forms (on receipt of s.a.e.) from and returnable to Chief Education Officer, 9 St. James's Road, Dudley DY1 1HJ by 1st March, 1985. 110092
(33783)

EALING
LONDON BOROUGH
Education Service
NORTHOLT PARK FIRST SCHOOL
Newtimarket Avenue,
Northolt, Middx.
Required from Summer Term First School teacher with experience in vertical grouping.
Scale 1 plus £1,038 London Allowance.
Application forms from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, London W5 5SU to be returned by 1st March 1985. 110092
(34648)

CHESHIRE
EDUCATION COMMITTEE
CINNAMON BROW C E AIDED PRIMARY SCHOOL
Perth Close, Pasrnhead, Warrington, Cheshire WA2 0SF
Tel: Warrington 821108
(Group 5)
RE-ADVERTISEMENT
Applications are invited from suitably qualified and experienced PRIMARY TEACHERS with an imaginative and sound philosophy for this post from 1 September 1985.
Applicants should be practising communicant members of the Church of England. The Governors are looking for an enthusiastic and energetic person who is keen to share in the life of the Church and to develop the relationship between the Church and the School.
Applicants are requests to give a concise outline of their aims and philosophy in a letter which should be attached to their application form.
Previous applicants will be re-considered.
Application forms (S.A.E.) and further details are available from the District Education Officer, Education Department, Priestley House, Sankey Street, Warrington. Tel: Warrington 51351, Ext. 323. They should be returned to Rev. M. Mills, The Vicerage, Briers Close, Cinnamon Brow, Warrington.
Completed forms to be returned by 1 March 1985. (34403) 110092

ENFIELD
LONDON BOROUGH OF ENFIELD
WILBURY INFANT SCHOOL
Wilbury Way, London N18 1DS
Required for the Summer term 1985, a full-time temporary NURSERY teacher (Scale 1), to cover a maternity leave.
Experienced teacher preferred.
Informal enquiries welcome. Telephone the Head teacher, Mrs. Deseuts on 01-807 3867.
London Allowance, £678.
Application forms (large S.A.E.) obtainable from, and to be returned to, the Director of Education, Civic Centre, Silver Street, Enfield EN1 3XA. Closing date 1st March 1985. 110092
(34650)

MANCHESTER
CITY COUNCIL
SUPPLY TEACHERS
Applications are invited from suitably qualified and experienced teachers of Infants for Temporary and Supply appointments in Primary Schools of the City of Manchester Education Authority.
Contact the Schools Staffing Section, Education Offices, Crown Square, Manchester M60 3BB (24 hours service: 061-834 1458).
AN EQUAL OPPORTUNITY EMPLOYER. 110092
(34421)

NEWHAM
LONDON BOROUGH OF NEWHAM
HARTLEY JUNIOR SCHOOL
Hartley Avenue, London E6 2NT
Head Teacher: T.S. Rootsey
Number on roll: 385
TEACHER Scale 1
Required April 1985. An enthusiastic and imaginative teacher for a lower junior class.
London Allowance: £1,038 plus Social Priority Allowance.
Application forms (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 26th February 1985.
Education Offices, 379/383 High Street, Stratford, E15 4RD.
An Equal Opportunity Employer. (34434) 110092

NEWHAM
LONDON BOROUGH OF NEWHAM
NELSON JUNIOR SCHOOL
Napier Road, London E6 2BE
Head Teacher: R.J. Lucas
Number on roll: 386
CLASS TEACHER Scale 1 - one term contract
Required April 1985.
An experienced Class Teacher to take over a mixed ability third year class. For further details please contact the Head Teacher.
London Allowance: £1,038.
Application forms (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 26th February 1985.
Education Offices, 379/383 High Street, Stratford, E15 4RD.
An Equal Opportunity Employer. (34435) 110092

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
HEATHFIELD INFANT SCHOOL
Colne Road,
Twickenham, Middlesex TW2 6EN
LANGUAGE UNIT
An experienced infant teacher is required to work three sessions per week in a unit for children aged 5 - 7 who have speech and language difficulties. The teacher will be involved both with the teaching of the children in the unit and with their integration into other classes in the school.
The position will commence after Easter 1985 and the sessions are negotiable.
Application forms and further details (foolscap s.a.e.) available from Director of Education, Regal House, London Road, Twickenham TW1 3QB, returnable to the Headteacher at the school by Thursday, 28th February 1985. (33874) 110092

SHROPSHIRE
SHREWSBURY HIGH SCHOOL
32 Town Walls,
Shrewsbury, Shropshire SY1 1TN
Girls' Public Day School Trust
Required for September, 1985, qualified teacher of general subjects, including Latin, for a class of seven year olds. Experience essential. Interest in music and ability to play the piano an advantage. Burnham Scale 1.
Please apply to the Headmistress as soon as possible, enclosing curriculum vitae and names and addresses of two referees. (33256) 110092

WALTHAM FOREST
ST. JOSEPH'S R.C. JUNIOR SCHOOL
Vicarage Road, London E10
Head: Mr. T. Finn
Required for April. A practising Catholic teacher for a class of lower juniors to cover for maternity leave.
SCALE 1 plus Outer London Allowance.
Application form (and further details) available on receipt of a s.a.e. from and returnable to the Headteacher.
Closing date 25th February, 1985. Ref. P47/1/85. (33819) 110092

WILTSHIRE
Please see display advertisement on Page 34. (35964) 110092

NEWHAM
LONDON BOROUGH OF NEWHAM
NEWHAM SPECIAL SCHOOL
Napier Road, London E6 2BE
Head Teacher: Miss E. Ryan
Required as soon as possible. Suitably qualified experienced Infant Teacher required for vertically grouped class within this multicultural school.
An interest in Music and/or Science would be an advantage.
SCALE 1 plus Outer London and Social Priority Allowances.
Application form and further details available on receipt of S.A.E. from and returnable to the Headteacher.
Closing date 6th March 1985. Ref. P9/302.
Required for April.
TEMPORARY TEACHERS
Newly qualified or experienced teachers including those with nursery training required to teach in Primary Schools. Appointments will be made on 1 term temporary contracts initially. Accommodation may be available in certain cases.
SCALE 1 plus Outer London Allowance.
Application form available from and returnable to the Chief Education Officer, Municipal Offices, High Road, London, E10 6QJ on receipt of a 9" x 4" s.a.e. Ref. P.203. (33295) 110022

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
COPPERMILL INFANTS SCHOOL
Edward Road, London E17
Acting Head: Miss E. Ryan
Required as soon as possible. Suitably qualified experienced Infant Teacher required for vertically grouped class within this multicultural school.
An interest in Music and/or Science would be an advantage.
SCALE 1 plus Outer London and Social Priority Allowances.
Application form and further details available on receipt of S" x 4" s.a.e. from and returnable to the Headteacher.
Closing date 6th March 1985. Ref. P9/302.
Required for April.
TEMPORARY TEACHERS
Newly qualified or experienced teachers including those with nursery training required to teach in Primary Schools. Appointments will be made on 1 term temporary contracts initially. Accommodation may be available in certain cases.
SCALE 1 plus Outer London Allowance.
Application form available from and returnable to the Chief Education Officer, Municipal Offices, High Road, London, E10 6QJ on receipt of a 9" x 4" s.a.e. Ref. P.203. (33295) 110022

WALTHAM FOREST
LONDON BOROUGH OF WALTHAM FOREST
HEADTEACHER
Required for September 1985 for the following schools.
BUSHFIELD INFANTS SCHOOL
Bushfield Road, Scunthorpe, South Humberside
(Re-advertisement)
Group 3
N.O.R. 111 Age Range 5 - 7
SIGNHILLS INFANTS SCHOOL
Hardy's Road, Cleethorpes, South Humberside
Group 4
N.O.R. 165 Age Range 5 - 7
THRUNSCOE JUNIOR SCHOOL
Parker Street, Cleethorpes, South Humberside
Group 4
N.O.R. 219 Age Range 7 - 11
KINLOSS JUNIOR HIGH SCHOOL
Kinloss Garth, Bronsholme, Hull, North Humberside
Group 5
N.O.R. 385 Age Range 9 - 13
Application forms and further particulars are obtainable upon receipt of a large stamped addressed envelope from the Director of Education, (HO Staffing), County Hall, Beverley, North Humberside HU17 9BA, to whom completed forms should be returned not later than Thursday, 28th February 1985. (34319) 120010

Deputy Headships
Second Masters/ Mistresses

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
HADDENHAM COUNTY MIDDLE SCHOOL
Woodways, Haddenham, Nr. Aylesbury, Bucks. HP17 8DS
Applications are invited from suitably qualified teachers for the post of DEPUTY HEADTEACHER of this school from SEPTEMBER 1985.
Group: 3.
Roll: 360 pupils.
Assistance with removal expenses is given in approved cases.
Application form and further details (s.a.e.) from, and to be returned to, Education Officer, Aylesbury Vale Area Education Office, Exchange Street, Aylesbury, Bucks. HP20 1UH.
CLOSING DATE: 28th February 1985. 120012
(30673)

NORFOLK
PETERHOUSE MIDDLE SCHOOL
Magdalen Square, Gorleston, Gt. Yarmouth NR31 7PZ
N.O.R. 300 8 - 12 Mixed
Required for September 1985 Deputy Headteacher (Group 5).
Application form and further details obtainable from and returned to the Area Education Officer, 22 Euston Road, Gt. Yarmouth NR30 1EA on receipt of s.a.e.
Closing Date - 1st March, 1985. (34462) 120012

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
MONKSEATON MIDDLE SCHOOL
Vernon Drive, Monkseaton, Whitley Bay NE25 8JN
(0 to 13)
Required for 22nd April 1985.
Scale 2 HEAD of ENGLISH including drama and Library.
To lead and oversee this work across the full ability range.
It is the policy of this Council to provide equal opportunities and consideration will be given to all suitably qualified and experienced applicants regardless of disability, sex, race or marital status.
(34607) 122418

Pinner Wood Middle School
Latimer Gardens, Pinner, Middlesex, HA5 3RA
Tel. No. 866 2125

Deputy Headteacher
(GROUP 5)

Required for September 1985 Deputy Headteacher (Group 5) for this Middle School (8-12 years) with a roll of approximately 300 pupils.

Details and application forms available from Mr. A. W. G. Broadhurst, Headteacher. Please enclose a S.A.E. Forms to be returned by March 1st.

Outer London Allowance Payable. (10518)

Harrow Education

Physical Education
Scale 1 Posts

BEDFORDSHIRE
NORTHERN AREA
HARROLD UPPER MIDDLE SCHOOL
The Green, Harrold, MK43 7DE
Headmaster Mr S. Smith
Tel: Bedford 720346
9 - 13 Co-educational middle school. Numbers on roll 300
Required for the Spring Term 1985 only, a Temporary Teacher, Scale 1 of Boys' PE, Games and Geography.
Application forms and further details from the Headteacher, s.a.e. please. (34654) 184922

Secondary Education
Headships

BROMLEY
LONDON BOROUGH OF BROMLEY
CATOR PARK SCHOOL FOR GIRLS
Leonard Road, Beckenham, Kent BR3 1SR
HEAD TEACHER Group 10
Applications are invited from suitably qualified candidates with proven management skills and curriculum development experience for the above post, tenable from September 1985, at this girls' Comprehensive school. Assistance with removal and associated costs is available in certain circumstances.
Application forms and further details available from the Director of Education, The Town Hall, Widmore Road, Bromley, Kent BR1 1EB (foolscap s.a.e. please), to whom completed forms should be returned by 18th March 1985. (34220) 130010

DEVON
Please see displayed advertisement on Page 35. 184922

By Subject Classification
English
Heads of Department

Middle School Education
Headships

HUMBERSIDE
EDUCATION COMMITTEE
HEADS
Required for September, 1985 for the following schools.
BUSHFIELD INFANTS SCHOOL
Bushfield Road, Scunthorpe, South Humberside
(Re-advertisement)
Group 3
N.O.R. 111 Age Range 5 - 7
SIGNHILLS INFANTS SCHOOL
Hardy's Road, Cleethorpes, South Humberside
Group 4
N.O.R. 165 Age Range 5 - 7
THRUNSCOE JUNIOR SCHOOL
Parker Street, Cleethorpes, South Humberside
Group 4
N.O.R. 219 Age Range 7 - 11
KINLOSS JUNIOR HIGH SCHOOL
Kinloss Garth, Bronsholme, Hull, North Humberside
Group 5
N.O.R. 385 Age Range 9 - 13
Application forms and further particulars are obtainable upon receipt of a large stamped addressed envelope from the Director of Education, (HO Staffing), County Hall, Beverley, North Humberside HU17 9BA, to whom completed forms should be returned not later than Thursday, 28th February 1985. (34319) 120010

Deputy Headships
Second Masters/ Mistresses

BUCKINGHAMSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
HADDENHAM COUNTY MIDDLE SCHOOL
Woodways, Haddenham, Nr. Aylesbury, Bucks. HP17 8DS
Applications are invited from suitably qualified teachers for the post of DEPUTY HEADTEACHER of this school from SEPTEMBER 1985.
Group: 3.
Roll: 360 pupils.
Assistance with removal expenses is given in approved cases.
Application form and further details (s.a.e.) from, and to be returned to, Education Officer, Aylesbury Vale Area Education Office, Exchange Street, Aylesbury, Bucks. HP20 1UH.
CLOSING DATE: 28th February 1985. 120012
(30673)

JUNIOR TEACHERS
Scale 1
Required September 1985

A number of vacancies for teachers on first appointments who have had junior teaching practice will be available in September 1985.

Application forms (sae please) available from The Director of Education, quoting Reference FTA, to whom completed forms should be returned by 26th February 1985.

London Allowance: £1038.

Director of Education, Education Offices, 379/383 High Street, Stratford, E15 4RD.

An Equal Opportunity Employer

LONDON BOROUGH OF NEWHAM (9363)

Required as soon as possible

SUPPLY TEACHERS

to cover for a variety of long and short term absences. Must be experienced. Willingness to teach across the primary age range an advantage. Supply work in Secondary Schools also available.

SCALE 1 PLUS OUTER LONDON ALLOWANCE.

Application forms available from the Chief Education Officer, Municipal Offices, High Road, Leyton, E10 5QJ. (Send s.a.e.).

Ref. P201 (10513)

AN EQUAL OPPORTUNITY EMPLOYER
Applicants are considered for their suitability for the post regardless of disability, sex, race and marital status.

Waltham Forest

WEST GLAMORGAN
County Council

SECONDARY HEADSHIP

Applications are invited from suitably qualified and experienced persons for the following post, to commence in September, 1985.

YSGOL GYFUN GWYR, Hoel Cae, Ty Newydd, Loughor, Swansea, SA4 2PW (MIXED) (103 on roll) (Age Range 11-16).

A Headteacher
is required for this Group 9 Bilingual Comprehensive School. Most teaching will be through a medium of Welsh and applicants should be fluent in the Welsh language. (Post Ref: 1.14.85)

Application forms and further details for the above post are available from the Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea, SA1 3SN, upon receipt of a stamped addressed foolscap envelope.

The CLOSING DATE for receipt of applications is THURSDAY, 28TH FEBRUARY, 1985.

John Beale
Director of Education (10503)

SECONDARY HEADSHIPS
continued

DERBYSHIRE

See Derbyshire Display under Forthcoming Appointments, Reference CO/13/19 Page 33.
(34702) 130010

MERTON

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
RICARDS LODGE HIGH
Lake Road, Wimbledon, London SW19 7HB
Age Range: 13/18 years
No on Roll: 805
Headteacher required September 1985 for this Girls High School (Group 11).
CLOSING DATE: 8th March, 1985.
Application forms and further particulars of the post are available from the Director of Education, Education Office, Crown House, London Road, Morden, Surrey SM4 5DX. Please enclose stamped addressed envelope.
(34570) 130016

STOCKPORT

METROPOLITAN BOROUGH OF STOCKPORT
Required for the Summer Term 1985, or as soon as possible thereafter.
Applications are invited from suitably qualified and experienced teachers for the post of Headteacher at the following schools.

BRAMHALL HIGH SCHOOL
Bramhall Moor Road, Bramhall, Stockport SK7 2ET
Group 5
Ref. 2594
This is an 11 - 16 Mixed Comprehensive School, and the post has become vacant upon the retirement of the present Headteacher, Miss. L. Hilditch. The number of pupils on roll in September, 1984 was 1,749 of which 291 were in the sixth form.

STOCKPORT SCHOOL
Mile End Lane, Stockport SK3 8BW
Group 11
Ref. 2595
This is an 11 - 18 Boys' Comprehensive School, and the post will become vacant upon the retirement of the present Headteacher, Mr. D. Dean. The number of pupils on roll in September, 1984 was 976 of which 88 were in the sixth form.
Application forms and further details obtainable from and returnable to the Director of Education, Metropolitan Borough of Stockport, Town Hall, Stockport SK1 3XE, quoting reference, by 1st March 1985.
An Equal Opportunities Employer. (34465) 130010

BUCKINGHAMSHIRE

MILTON KEYNES AREA
An Equal Opportunity Employer
SIR FRANK MARKHAM SCHOOL
Woughton Campus, Chaffron Way, Milton Keynes MK6 5ER
SECOND MISTRESS/MASTER - SCALE DEPUTY HEAD
GROUP 12
Required for September 1985, an experienced teacher to join a team with Deputy Heads and to take responsibility for the promotion of equal opportunities for all pupils; to have oversight of guidance programmes in the school and professional development of Tutors; and to carry day to day responsibility for a building and 650 pupils aged 12 19.
This comprehensive school opened in 1979 in new buildings, is designed for 1440 pupils aged 12 - 16 and will have purpose-built sixth form accommodation for up to 240 pupils. It has strong form teacher support for its pupils and development community involvement.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Education Officer, J.A. Gilmore, B.Sc., M.Ed., at the Milton Keynes Area Education Office, Stratford Road, Woolverton Mill, Milton Keynes MK12 5NY, on receipt of a foolscap stamped addressed envelope.
(34499) 130012

DORSET

CASTLEFIELD SCHOOL
Queens Avenue, Dorchester, Dorset
(Group 10)
Applications are invited for the post of Secondary Deputy Head Teaching at this county comprehensive school for 700 girls aged 11 - 18. The vacancy arises as a result of the retirement of Mrs J. Harcourt-Groves. Enthusiasm, stamina and commitment are essential and there is an substantial teaching requirement.
Application forms (s.a.e. please) are available from the Headmistress to whom they should be returned within two weeks of the appearance of this advertisement.
(34801) 130012

LEICESTERSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer
DEPUTY PRINCIPAL
UPPINGHAM COMMUNITY COLLEGE
London Road, Uppingham, Rutland, Leics. LE15 9TJ
Group 8
Principal: Mr D. Wright
Applications are invited for the post of Deputy Principal of this well equipped and pleasantly situated college in Rutland district of Leicestershire. The appointment is from 1st September 1985 due to the impending retirement of the present holder. The post is a challenging one and requires personal initiative, tact and a genuine commitment to involvement with the local community.
Application form and further details from the Principal (SAE).
Closing date for applications 8th March 1985.
(34586) 130013

Deputy Headships
Second Masters/ Mistresses

DEVON

Please see displayed advertisement on Page 35.
(00087) 130012

DORSET

BOURNEMOUTH SCHOOL FOR GIRLS
Castle Close, Castle Lane, Bournemouth BH8 9UJ
(Maintained Grammar: 850 pupils: 240 in sixth form)
Required for September 1985 a Second Deputy Head Teacher (Group 11).
Further details and application forms available from the Head Teacher. Closing date for applications Monday 4 March 1985.
(34803) 130012

LEICESTERSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer
VICE PRINCIPAL
BOSWORTH COLLEGE
Leicester Lane, Desford, Leicester LE9 9JL
Group 13 Roll 1229
Principal: Mr R.W. Sockington
Men and women are invited to apply for the post of Vice-Principal from August 1985 on the appointment of the present holder to headship. We are looking for an experienced teacher who can contribute imaginatively and intelligently to the life and work of a large upper school (14 - 18 years) and community college.
Further details and application form available from the Principal (SAE).
Closing date: 28th February 1985. 130012
(34588)

DORSET

CASTLEMAN TRAILWAY
Dorset County Council
Wareham Station, Wareham, Dorset BH20 4NG
Applications are invited for the post of Ranger/Warden for the Castleman Trailway, a 14 mile linear country park based on the former railway line between Wareham and Broadstone.
Applicants should have a practical knowledge of countryside management and conservation and be able to work with volunteers and the public.
Salary: Scale 2 (£5,535 - £6,210) plus £1,000 London Allowance.
Application forms and further details from the Director of Leisure and Recreation, County Hall, Dorchester, Dorset DT1 1XJ (Tel: Dorchester 67711 ext. 2220) to whom completed forms should be returned by 8th March 1985.
(34804) 130012

Remedial and Special Needs Teaching Posts

Heads of Department

GLOUCESTERSHIRE

COUNTY COUNCIL
(An Equal Opportunities Employer)
CHURCHDOWN SCHOOL
Winston Road, Churchdown, Gloucester GL3 2HE
Required for an indefinite period to replace teacher on maternity leave but provisionally for the whole of the Summer term 1985 - Head of Remedial Department, Scale 3, to be responsible for the teaching throughout the School and to teach General Subjects principally in the first three years.
Applications in writing to the Headmaster, as soon as possible, giving full c.v. and names of two referees.
(34705) 131018

CUMBRIA COUNTY COUNCIL

Kirkoswald School, Clifton Moor Road, Whitehaven
Group 13 Roll 2,045
Re-advertisement
Previous applicants will be re-considered.
Applications are invited from suitably qualified experienced teachers for the Headship of this newly established 11-18 mixed comprehensive school from September, 1985.
Application forms returnable 1.3.85 and further particulars from: Assistant Director of Education, Union Hall, Scotch Street, Whitehaven, Cumbria, CA28 7BG. (s.a.e. please)
(8381)
Cumbria

Wiltshire

New West Swindon Community School
Head Teacher

Swindon is one of the fastest growing Towns in Britain. Most of this expansion is in West Swindon, a cluster of five urban communities in which there will eventually be over 12,000 new homes of which about half are now occupied. West Swindon Community School will provide a Sixth Form Entry 11-18 School for part of the expansion area and be a focal point for the whole community. The first phase of the building is now under construction in time for the School's opening in September 1986.
The post of Headteacher is tenable from September 1985, to allow a year to prepare for opening the School. The Authority seeks to appoint a man or woman with the experience, energy and vision to fill this post with distinction. He or she will have held a senior post in a Comprehensive School, been involved in curriculum development and able to demonstrate management and leadership skills.
The School will play a central role in the life of the local community through the provision of life long educational and recreational opportunities. The successful candidate will have both sympathy with this aim and the ability to achieve it.
The Headteacher will have responsibility for all the activities of the School, and in recognition of this, salary will be paid at the level of one group above the normal Burnham level for a School of this size, i.e. Group 11 in total.
Application form and further details (SAE please) from the Chief Education Officer, County Hall, Trowbridge, Wiltshire BA14 8JB. (Ref. ST-T/ERH). Returnable by 8th March, 1986.
(10834)

HEADSHIPS

1. **Hartcliffe School, Bishport Avenue, Hartcliffe, Bristol, BS13 0RL**
2. **Merrywood Girls' School, Downton Road, Knowle, Bristol, BS14 1QB.**

Salary in accordance with Group II.
Vacancies from 1st September 1985.

Further details and application form, returnable by 8th March 1985, from Director of Education, PO Box 57, Avon House North, St James Barton, Bristol, BS99 7EB. (Please enclose sae.)

Avon is an equal opportunities employer.

Education Department
(6386)

Avon COUNTY COUNCIL

Cheshire

HALTON DISTRICT

Head Teacher — 2 Posts

Required for September 1985, suitably qualified and experienced teachers for the following schools:-

1. Runcorn — The Heath County Comprehensive (Group 11) 11-18 co-educational with approximately 1,220 pupils on roll.
2. Widnes-Bankfield County High (Group 10) 11-16 co-educational with approximately 711 pupils on roll. The school is designated a social priority school and the appropriate allowance is payable.

Further details and application forms for both posts available from and returnable to:- The District Education Office, Grosvenor House, Shopping City, Runcorn. Telephone: Runcorn 713322 ext 240.

Closing date: 4th March 1985
(10777)

CORNWALL EDUCATION COMMITTEE

There is a Removal Expenses Scheme for teacher taking up permanent appointments from out-side the County.

COMPREHENSIVE HEADSHIP

Camborne School, Cranberry Road, Camborne, Cornwall. TR14 7PJ. Group No. 12, No. On Roll 1368. Sixth Form Of 128.

Applications are invited from suitably qualified teachers for the Headship of the above school.

It is anticipated that there will be 1310 pupils on roll in September, 1985, including 140 in the Sixth Form.

The post will be available from 1st September, 1985, following retirement of the present Head.

Camborne is one of the three Comprehensive schools in the area taking part in the authority's T.V.E.I. pilot scheme.

Application form and further details, on receipt of SAE, from the Secretary for Education, (Schools Section), County Hall, Truro, Cornwall. TR1 3BA. Closing date 1st March, 1985.
(6359)

Cornwall

Following the retirement of the present Head Teacher, Mr J Webster M.C., M.A., (Can. Tab), J.P., Applications are invited for the post of

HEAD TEACHER
(Group 11)

of GILLINGHAM SCHOOL, Gillingham, vacant from 1 September 1985. This is a co-educational 11-18 school with 865 pupils, including 106 in the sixth form.

Further information and application forms are available from the Staffing Officer, Education Department, County Hall, Dorchester, Dorset DT1 1XJ on receipt of SAE.

The closing date for the receipt of applications is 27 February 1985.
(10756)

DORSET County Council

Cheshire

PENKETH COUNTY HIGH SCHOOL
HEATH ROAD, PENKETH, WARRINGTON
TEL: PENKETH 2298. GROUP 12 SCHOOL
NUMBER ON ROLL 1436 (INCLUDING 134 6TH FORM)

Headteacher

Applications are invited for the Headship of this fully Comprehensive High School to take up the appointment in September 1985.

Candidates must be well qualified and experienced in the management and philosophy of comprehensive schools.

Application forms and further details available from and returnable to: District Education Officer, Education Department, Priestly House, Sankey Street, Warrington, Cheshire. Telephone: Warrington 51251 ext 332.
(10808)

SURREY COUNTY COUNCIL

* FRINGE AREA LONDON ALLOWANCE £258 p.a. throughout the County.
* Temporary housing may be available.
* Generous relocation expenses in approved cases.

DEPUTY HEADSHIP

ST PETER'S AND MERROW GRANGE RC (AIDED) SCHOOL, (GROUP 10), (12-18 COMPREHENSIVE. N.O.R. 720 INC. 100 IN SIXTH FORM, APPROX), Horseshoe Lane, East, Guildford, GU1 2TN.

DEPUTY HEADTEACHER required from September 1985. Duties will include assisting Headmaster in day-to-day administration of school. Applications are invited from practising Catholics for this important position. Application form and further details from the Headteacher, (SAE please). Completed application forms should be returned not later than Monday, 4 March 1985.
(10808)

SECONDARY DEPUTY HEADSHIPS
continued

REDBRIDGE

LONDON BOROUGH OF REDBRIDGE
TRINITY R.C. HIGH SCHOOL
Morrington Road, Woodford Wells, IG8 0TP
Tel: 01-504 9756
Head: F.C.D. Doherty, B.A., D.Phil.
Required for September 1985:
Applications are invited from practising Roman Catholics for the post of Head of Upper School/Senior Deputy Head at this well established, mixed 11 - 18 Roman Catholic Comprehensive High School with 1,050 on roll (100 in the 6th Form).
Applicants must have proven administrative and pastoral experience in the field of pastoral care and school administration. She will be responsible for the pastoral welfare of 500 children on the Upper Site (4 - 7) and will be assisted by Heads of House.
Salary: Deputy Head Group 11) with Outer London Allowance.
further particulars of the post and an application form and CES forms may be had from the Head at the School. Closing date 4th March 1985.
(35048) 130012

SUNDERLAND

BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
OXCLOSE SCHOOL
Dilston Close, Washington NE38 0LN
(GROUP 11)
(11 - 18 comprehensive community school)
Required for the beginning of the summer term 1985, or as soon as possible thereafter:-
SECOND DEPUTY HEAD-TEACHER (Group 11)
Application forms and further details obtainable from the Director of Education, P.O. Box 101, Civic Centre, Burdon Road, SR2 7DN on receipt of a stamped addressed foolscap envelope for returns to be made by 1st March 1985. (33285) 130012

WEST SUSSEX

CHICHESTER HIGH SCHOOL FOR GIRLS
Stockbridge Road, Chichester PO19 8SB
(Group 12, 1280 on roll, 176 in VI form)
Required September 1985, Senior Teacher to be a member of the Senior Management Team with special responsibility for the planning and pastoral needs of the VI form.
Form and details from Headmistress on receipt of s.a.e. (34933) 130018

Scale 2 Posts and above

BEXLEY

LONDON BOROUGH
ST. CATHERINE'S R.C. SCHOOL FOR GIRLS
Watling Street, Bexleyheath, Kent
Tel: Crayford (0322) 56333
Voluntary Aided
Comprehensive. Roll 700.
6th Form 100
SPECIAL NEEDS PERSON
Required for Easter or September 1985 to appoint a teacher to co-ordinate Remedial English and Remedial Mathematics. The appointed person will have a thorough knowledge of forms of assessment and referrals for children with Special Needs (Education Act 1981), and monitor their progress throughout the school. A Scale 3 or 4 post for suitably qualified and experienced person. A Roman Catholic preferred, but not essential. Previous applicants will be considered if they re-apply.
Enquiries with application forms (enclosing S.A.E. with foolscap size) and names and addresses of two referees should be sent to the Headmistress at the School. (34544) 131020

Scale 1 Posts

ISLE OF MAN

BOARD OF EDUCATION
QUEEN ELIZABETH II HIGH SCHOOL
(Co-educational Comprehensive 11 - 18, 670 on roll)
Required for September, 1985, Scale 1 teacher for pupils with Special Needs. Ability to offer some R.E. in the lower school an advantage.
Application forms and further details can be obtained from the Headmaster, Queen Elizabeth II High School, Peel, Tel: 0624 843121, to whom completed forms should be returned by 28th February, 1985. (33288) 131022

RIVERSIDE

Riverside a new residential school for emotionally disturbed, learning disabled children requires a mathematics teacher with an interest in developing programmes for children with special needs.
Apply: The Principal, Riverside, Whasset, Milnthorpe, Cumbria LA7 7DN.
(34806) 131022

BUCKINGHAMSHIRE

MILTON KEYNES AREA
An Equal Opportunity Employer
OUSEDALE SCHOOL
The Grove, Newport Pagnell, Bucks.
HEAD OF SPECIAL NEEDS - SCALE 3
We are looking for an outstanding teacher from Easter 1985, to lead a new initiative within the school. Specialist support is generally devolved to specialist departments and the selected teacher will not be expected to co-ordinate the whole school provision for children whose needs at school lie outside the normal norm. The less able, the most able, handicapped, the under-achiever, the sons of the categories which might be deemed to belong to the new post, and we are seeking someone with expertise in this area to take what will also be a management role within the whole school.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details may be obtained from the Headteacher, M. Cole, B.A., on receipt of a foolscap stamped addressed envelope. (34422) 131018

Scale 1 Posts

ISLE OF MAN

BOARD OF EDUCATION
QUEEN ELIZABETH II HIGH SCHOOL
(Co-educational Comprehensive 11 - 18, 670 on roll)
Required for September 1985, Scale 1 teacher for pupils with Special Needs. Ability to offer some R.E. in the lower school an advantage.
Application forms and further details can be obtained from the Headmaster, Queen Elizabeth II High School, Peel, Tel: 0624 843121, to whom completed forms should be returned by 28th February, 1985. (33288) 131022

RIVERSIDE

Riverside a new residential school for emotionally disturbed, learning disabled children requires a mathematics teacher with an interest in developing programmes for children with special needs.
Apply: The Principal, Riverside, Whasset, Milnthorpe, Cumbria LA7 7DN.
(34806) 131022

KNOWSLEY

BROOKFIELD COMPREHENSIVE
Bracknell Avenue, Southdene, Kirkby, Merseyside L32 9PP
(1,000 boys and girls aged 11 - 16 years - SPA payable)
Required for Summer Term 1985,
SCALE 1 Remedial Assistant required, interested in the progressive development of a comprehensive special needs programme. Support within the classroom is a key feature of departmental work.
Applications by letter with full C.V. and names of 2 referees to Headteacher at school by 22 February 1985. (34596) 131022

LIVERPOOL

EDUCATION COMMITTEE
ARCHBISHOP BECK R.C. HIGH SCHOOL (MIXED)
Cedar Road, Liverpool L9 9AF
ASSISTANT FOR REMEDIAL Scale 1
Required for September 1985. To assist in this department which operates on two sites. An interest in the numeracy problems that pupils face would be an advantage.
Application form available (SAE) from the Headteacher. Please quote ref. No. P&M 591(b). To be returned by 25 February 1985.
The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. 131022
(34413)

By Subject Classification

Art and Design

Heads of Department

GLOUCESTERSHIRE

COUNTY COUNCIL
See advertisement under Secondary Heads of Department - English.
(05959) 131018

NORTHAMPTONSHIRE

SPONNE SCHOOL
Brackley Road, Towcester, Northants NN12 7DJ
Required for September in this 11 - 18 co-educational 11 - 18 comprehensive school of 1050 pupils including 100 in the Sixth form, a HEAD OF ART (Scale 3) to lead a department with well established courses up to A Level.
Applications are invited from experienced teachers committed to developing links with other departments and able to offer Pottery and other aspects of 3 dimensional Art. The department has excellent facilities within a modern Creative Studies block.
The school is situated in a pleasant rural area of South Northants.
Application form and further particulars available from the Headmaster (SAE please). 131018
(34527)

Scale 1 Posts

CROYDON

LONDON BOROUGH OF CROYDON
LANFRANC HIGH (M)
Mitcham Road, Croydon CR0 3AB
Tel: 01-689 1255/7
Tenable: 15 April 1985
Required at the 11 - 16 comprehensive school, a temporary teacher of Art for the Summer Term only in the first instance.
The ability to teach Pottery and other forms of three-dimensional Art would be an advantage.
SALARY - Burnham Scale 1. With London Area Allowance.
Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible. (33975) 131022

ISLE OF MAN

BOARD OF EDUCATION
ST. NINIAN'S HIGH SCHOOL
(Co-educational Comprehensive 11 - 18, 8 Form Entry)
Required for September 1985, Teacher of Pottery and 3D Art (Scale 1) to maintain strong tradition of 3D work.
Application forms and further details can be obtained from the Headmaster, St. Ninian's High School, Douglas. Tel: 0624 26601 to whom completed forms should be returned by 28th February, 1985. (34468) 131022

Careers

Heads of Department

SURREY

GUILDFORD HIGH SCHOOL
(Church Schools Company Ltd.)
London Road, Guildford, Surrey GU1 1SJ
HEAD OF CAREERS required for September. Please see Independent section.
(34418) 131418

Scale 1 Posts

BEDFORDSHIRE

SOUTHERN AREA
ABBOTSLEY HIGH SCHOOL
Crawley Green Road, Luton, Beds.
Headmaster: Mr G. Boden, B.A.
Required for April 1985, temporary for one term, a teacher of Careers Education and Social Studies to senior pupils. Scale 1.
Application forms and further particulars obtainable from and returnable to the Headmaster at the School, see places. (34527) 131422

Classics

Heads of Department

LONDON W6

THE OLD PALACE SCHOOL
(Independent Day School 750 girls)
Required for September 1985, Head of Classics (Honours Graduate Scale 3.
The person appointed will be required to teach Latin and Greek to Oxford and Cambridge Entrance Examination level, and will have had experience of teaching classical studies to Advanced level. The School has a strong Classics Department.
Applications with the names and addresses of two referees should be sent to the Headmistress. Old Palace Road, School, Croydon, Surrey CR0 1AX. (47560) 131418

Scale 1 Posts

CROYDON

THE OLD PALACE SCHOOL
(Independent Day School 750 girls)
Required for one term (summer 1985) Honours Graduate to teach Classics to O and A level.
Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace Road, School, Croydon, Surrey CR0 1AX. (41453) 131022

Commercial Subjects

Scale 1 Posts

AVON COUNTY

DOWNEND SCHOOL
North View, Staple Hill, Bristol BS16 5JR
Tel: Bristol 560244
(11 - 18 mixed comprehensive. Roll: 1350)
Required from 18th April 1985, or as soon as possible, teacher of Typing, Shorthand and Secretarial Skills. The school already has established CSE/GCE courses.
Further details from (see please), and letter of application to, the Headteacher immediately giving full c.v. and names of two referees.
Avon is an equal opportunities employer. 131822
(30555)

BRENT

LONDON BOROUGH
WILLIAM GRIMSTONE HIGH SCHOOL
Park Lane, London NW9
Tel: 01-450 3631/2
Roll: 770, 11 - 16
We are an ethnically mixed, co-educational comprehensive school situated in pleasant parkland. There is a young, enthusiastic staff committed to borough initiatives in multi-cultural and non-sexist education. The successful candidate is likely to exhibit such interest in his/her teaching philosophy and practice.
Required for Easter or September teacher of one or more courses (Scale 1) to work within our commerce department. This would include typing, secretarial and clerical - teaching to 4th/5th/6th year pupils of a variety of examination levels (R.S.A., Pitman, CSE, and GCE): the successful candidate may be expected to teach up to 2 periods timetable in another department, and an interest in careers work would be particularly useful. (Scale 2 for a suitable qualified applicant).
London allowance of £1,038 per annum is payable. Brent is an equal opportunities employer.
The Brent LEA is fundamentally committed to multi-cultural education.
Application forms (SAE) obtainable from the Headteacher returnable within 10 days. (34468) 131822

Computer Studies

Heads of Department

BEXLEY

LONDON BOROUGH
ST. CATHERINE'S R.C. SCHOOL FOR GIRLS
Watling Street, Bexleyheath, Kent
Tel: Crayford (0322) 56333
Voluntary Aided
Comprehensive. Roll 700.
6th Form 100
Required for September 1985 HEAD OF COMPUTER/DESIGN/TECHNOLOGY (Group 11)
To lead and develop this new area of the school curriculum. The person will be expected to liaise with other departments and teach Computing/Technology to all pupils and provide a base for Information Technology for pupils and staff. Maths/Computer/Technology or Science/Computer/Technology combination of subjects preferred. Scale 3 or 4 for suitably qualified and experienced person.
Requests for application forms (enclosing S.A.E. with curriculum vitae and names and addresses of two referees) should be sent to the Headmistress at the School. (34546) 131018

CROYDON

LONDON BOROUGH OF CROYDON
SYLVAN HIGH (M)
Moberley Road, London SE19 3JH
Tel: 01-771 2361
Tenable: 15 April 1985
A qualified and experienced teacher is required as Head of Department teaching Information Technology and Computer Studies. An ability to offer Business Studies would be an advantage but not essential.
The successful candidate will be expected to coordinate information technology throughout this 11 - 16 co-education comprehensive school.
An ability to offer Business Studies would be an advantage.
SALARY - Burnham Scale 3. With London Area Allowance.
Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible. (33977) 132032

Scale 1 Posts

CROYDON

LONDON BOROUGH OF CROYDON
SYLVAN HIGH (M)
Moberley Road, London SE19 3JH
Tel: 01-771 2361
Tenable: 15 April 1985
A teacher of Information Technology and Computer Studies required in this 11 - 16 mixed comprehensive High School.
An ability to offer Business Studies would be an advantage.
SALARY - Burnham Scale 1. With London Area Allowance.
Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible. (33977) 132032

DORSET

THE BUDMOUTH SCHOOL
Chickerell Road, Weymouth, Dorset DT4 9BS
(1800 - 16 co-educational, comprehensive)
Computer Studies. Head of Department. Scale 3
Required for September 1985 a suitably qualified, experienced and enthusiastic teacher to take over the department from Mr. Bowden after many opportunities to consolidate and develop this level. CSE and computer operational courses as well as the use of computers throughout the school. The successful candidate should be thoroughly competent with hardware and software and have to teach some BMP lessons.
Letters of application (no forms) with c.v. and names and addresses of two referees to the Headmaster from whom further details may be obtained (see please). (34081) 130018

Scale 2 Posts and above

LEICESTERSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer
THE BURLEIGH COLLEGE
Thorpe Hill, Loughborough, Leics.
14 - 19 Upper
Roll 1561
INFORMATION TECHNOLOGY SCALE 4
Required April (August appointment considered) teacher to coordinate Information Technology, Computer Studies and other computer applications throughout the college which is well equipped with hardware, with successful candidate will continue and intensify the programme of curriculum development and staff inservice work in this major innovative field.
Please write for further details and application form before applying. (34589) 132026

Scale 1 Posts

AVON COUNTY

PORTWAY SCHOOL
Penpole Lane, Shirehampton, Bristol BS11 0EX
Please see advertisement under Mathematics (Scale 1).
Avon is an equal opportunities employer. 132022
(34441)

CROYDON

LONDON BOROUGH OF CROYDON

COVENTRY CITY COUNCIL

ERNESFORD GRANGE SCHOOL AND COMMUNITY COLLEGE, Group 11
(1192 on roll)
This is a re-advertisement
Required September 1985
Deputy Head Teacher
(Community)
The vacancy arises from promotion to a Headship. Applicants should have experience as academic or pastoral heads in Secondary Schools. The person appointed will be expected to take responsibility across the range of the School and Community College's activities. Within this the role includes particular responsibility for the leadership and co-ordination of all aspects of Community Education including Youth work and Adult Education.
Ernesford Grange School and Community College is an 8 form entry Social Priority School occupying purpose built premises on a 31 acre site in the East of the city. Opened in 1972 it is known as one of the first urban School and Community Colleges providing a range of Community activities and progressive modes of working.
Application forms and further particulars from the Head Teacher Mr. R. H. Caddick, BA, at the school, Princethorpe Way, Coventry CV3 2QD.
Tel. 0203 453121 to whom completed application forms should be returned by 1 March 1985.
Canvassing disqualifies.
an equal opportunity employer

COVENTRY CITY COUNCIL

FOXFORD MIXED COMPREHENSIVE SCHOOL, Grange Road CV6 6DB.
Tel. 0203 367444
(Social Priority School 1226 on roll)
Required September 1985 or earlier if possible
Senior Teacher
To join the Senior Management Team of this multi-cultural School serving an area in the north of the city.
The post will focus attention on the lower School curriculum and the transition from Primary schools. The successful candidate will be expected to undertake various tasks specifically linked with records of achievement, assessment and the development of mixed ability teaching. Further details available on request from the school.
Apply by letter together with full curriculum vitae, and names and addresses of two educational referees one of whom should be present/last Head Teacher to the Head Teacher at the school, within 10 days of appearance of advertisement. Enclose SAE if acknowledgement required.
Canvassing disqualifies.
an equal opportunity employer

SECONDARY COMPUTER STUDIES
continued

ISLE OF MAN
BOARD OF EDUCATION

ST. NINIAN'S HIGH SCHOOL

(Co-educational Comprehensive 11 - 18 Form Entry)

Required for September, 1985, Teacher of Computer Studies with Mathematics (Scale 1). A specific interest in information technology will be an advantage.

Application forms and further details can be obtained from the Headmaster, St. Ninian's High School, Douglas. Tel: 0624 626021, whom completed forms should be returned by 25th February, 1985. (34086) 132022

SUSSEX
TEACHER I/C COMPUTING
An experienced graduate is required for September 1985, or earlier, Davies's College, Hove, is a small, co-educational independent college of further education with 270 students. Computing is taught to GCE level, including City & Guilds Computer Literacy. The computing laboratory of fifteen with BBC Model B hardware, including disc drives & a second processor (Torch Z80).

Details from the Principal, Davies's College, 44 Cromwell Road, Hove, Sussex BN3 3ER. Tel: Brighton (0273) 723911. (33638) 132092

Craft, Design & Technology

Heads of Department

CAMBRIDGESHIRE
HUNTINGDON AREA
LONGSANDS COMMUNITY COLLEGE
St. Neots, Huntingdon, Cambs.
1685 on roll - 180 in Sixth Form

Required for September, 1985, Teacher of CRAFT, DESIGN and TECHNOLOGY (Scale 4) to head a vigorous department of six specialists committed to continuous development fully integrated C.D.T. courses fully committed to mixed ability teaching in the first two years. Excellent facilities in new College.

Application forms and further details from Principal's secretary. (Tel: 0480 72740). (32873) 132118

ESSEX
FITZWIMARC SCHOOL
74 Rectory Road, Rayleigh
SS6 8EB
Tel: Rayleigh 743884-6
(Roll 1230)

CRAFT, DESIGN AND TECHNOLOGY. Scale 4
Required September, 1985. Excellent self-contained facilities. Very successful and popular examining courses long established. Well qualified and experienced teacher sought to lead continual implementation of new approaches to CDT.

Curriculum vitae and names of referees to Headteacher, from whom further particulars are available (foolscap s.a.e. please). (32944) 132118

SURREY
EDUCATION COMMITTEE
HEATHSIDE SCHOOL
Brooklands Lane, Weybridge
13 - 18, Mixed Comp., NOR 660

HEAD OF DESIGN Scale 4
Required September 1985 or earlier if possible, a dynamic and versatile teacher to lead this successful and forward looking department, which in conjunction with the Science Dept. is currently engaged in developments which will bring micro-technology as part of a pilot project into use in the County.

Application forms from: N.E. Area Education Officer, 7 Monument Hill, Weybridge, Surrey. Tel: Weybridge 58811. (34491) 132118

Scale 2 Posts and above

HERTFORDSHIRE
GOFFS SCHOOL
Goffs Lane, Cheshunt, Herts.
(920 on roll). Including 160 Sixth Form)

Required for beginning of Summer Term or for September if not at this five form entry co-educational school.

TEACHER OF DESIGN AND TECHNOLOGY

A temporary appointment for the Summer Term only would be considered). A Scale 3 post might be available for a suitably qualified and experienced person.

Design and Technology taught to O and A Levels, Technics to Level 1 and Mixed Technical Studies to C.S.E. Art and Craft housed in one block. Computer terminal in block, on line from Computer Room.

Letter of application (no formal) together with curriculum vitae and names of two referees to the Headmaster, from whom further information available (Tel: Waltham Cross 874321. (33956) 132180

NORFOLK
CROMER HIGH SCHOOL
North Lodge Road, Cromer, Norfolk NR27 0EX

Group 9 All Ability 11 - 16. N.O.R. 600

Required for September 1985 Teacher of C.D. & T., Scale 2. An experienced teacher with special skills in wood, to be part of a team for the development of C.D. & T.

Applications and further particulars (S.A.E. please) from the Headteacher at the address. Closing date 4th March 1985. (34464) 132180

Scale 1 Posts

CAMBRIDGE
(Equal Opportunity Employer)
CAMBRIDGE VILLAGE COLLEGE
Required for April or September at this 11 - 16 mixed comprehensive, recently established, a well qualified teacher of CRAFT, DESIGN & TECHNOLOGY (Scale 1) with particular interest in graphic Communication to CSE and O Level.

Letters of application together with c.v. and names, addresses and telephone numbers of two referees, to the Warden immediately at the Village College, Sawston, Cambridge CB3 7DU. (34359) 132182

EAST SUSSEX
BEXHILL HIGH SCHOOL
Down Road, Bexhill-on-Sea
TN39 4RT
Comprehensive mixed, 11 - 16. Roll: 1,457

Required from September, Teacher of Craft, Design & Technology (Scale 1).

Applications would be welcome from new entrants to the profession.

Relocation grants available in approved cases.

Application forms, (s.a.e. please) from and returnable to the Head Teacher. (00095) 132182

ISLE OF MAN
BOARD OF EDUCATION

QUEEN ELIZABETH II HIGH SCHOOL
(Co-educational Comprehensive 11 - 18, 570 on roll)

Required for September 1985 Teacher of Boys Craft and Art, Scale 1, to teach throughout the school.

Application forms and further details can be obtained from the Headmaster, Castle Rushen High School, Peel. Tel: 0624 842181, to whom completed forms should be returned by 25th February, 1985. (33393) 132182

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
WEST SECONDARY BOYS' SCHOOL
Highfield Road, Dartford

Temporary Teacher for Manual Crafts required for the Summer Term.

Applications with full details to the Headmaster (s.a.e.). (34735) 132182

LIVERPOOL
EDUCATION COMMITTEE

ARCHBISHOP BECK R.C. HIGH SCHOOL (MIXED)
Cedar Road, Liverpool L19 9AF

ASSISTANT FOR CRAFT, DESIGN AND TECHNOLOGY Scale 1

Required for September 1985. The ability to teach art would be an advantage.

Application form available (S.A.E. please) from the Head Teacher. Please quote ref. no. 2/85. To be returned by 28 February, 1985.

The City Council is an Equal Opportunity Employer and welcomes applications, irrespective of race, sex, marital status or disability. (34419). (32123)

CROYDON
LONDON BOROUGH OF CROYDON

ASHBURTON (M)
Shirley Road, Croydon CR9 7AL

Tel: 01-656 0222/5

Tensbie: 15 April or 4 September 1985

Teacher of Technical subjects who is prepared to offer a significant part or any or all of the following: Graphics, Communications, Craft, Design, Technology, Technology, Electronics. The department timetable is flexible enough to allow specialisation in one area if it is thought necessary. The Faculty of Design and Technology is developing rapidly and presents an excellent opportunity to gain valuable experience within such a unit.

SALARY
Scale 2 or 3 with Burnham Area Allowance.

Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible. (33875) 132132

EAST SUSSEX
WILLIAM PARKER SCHOOL
Parkstone Road, Hove BN3 3NS 2NS.
Boys voluntary controlled comprehensive 11 to 18 roll 1,300.

Required from September for one year temporary teacher Scale 2/3 to cover secondment. Able to specialise in technical graphics as a member of the design team.

Application forms (SAE please) from and returnable to the Head Teacher. 132132

HAMPSHIRE
CRANBOURNE SCHOOL
Wessex Close, Basingstoke RG21 3NT
11 - 16 Mixed Comprehensive
N.O.R. 1303

Required September 1985, Teacher of Craft, Design, Technology (Scale 1).

Further details and application form available from the Headmaster (s.a.e.). (34547) 132182

HAMPSHIRE
ROMSEY SCHOOL
Cupernham Road, Romsey
11-16 COMP MIXED
C.D.T. TEMPORARY 15th April to 31st August 1985

Letter of application with full curriculum vitae two referees and S.A.E. to Headteacher. (34755) 132182

HERTFORDSHIRE
KINGS LANGLEY SCHOOL
Love Lane, Kings Langley
Tel: Kings Langley 64804

[illegible] specialist needed in April or September for service [illegible] possible] to teach [illegible] Technology to CSE/O Level and assist with Design based Craft in the lower school. Special interest in Metal an advantage.

The school serves commuter villages 20 miles from London. It has its own Outdoor Education Centre near Beacon, Opportunity to assist with hill walking/canoeing/other outdoor activities.

Application forms by letter giving c.v. and details of two referees should be sent to the Headmaster. (33760) 132182

ISLE OF MAN
BOARD OF EDUCATION

QUEEN ELIZABETH II HIGH SCHOOL
(Co-educational Comprehensive 11 - 18, 570 on roll)

Required for September 1985 Teacher of Boys Craft and Art, Scale 1, to teach throughout the school.

Application forms and further details can be obtained from the Headmaster, Castle Rushen High School, Peel. Tel: 0624 842181, to whom completed forms should be returned by 25th February, 1985. (33393) 132182

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
WEST SECONDARY BOYS' SCHOOL
Highfield Road, Dartford

Temporary Teacher for Summer Term.

Applications with full details to the Headmaster (s.a.e.). (34735) 132182

LIVERPOOL
EDUCATION COMMITTEE

ARCHBISHOP BECK R.C. HIGH SCHOOL (MIXED)
Cedar Road, Liverpool L19 9AF

ASSISTANT FOR CRAFT, DESIGN AND TECHNOLOGY Scale 1

Required for September 1985. The ability to teach art would be an advantage.

Application form available (S.A.E. please) from the Headteacher at the address. Closing date 4th March 1985. (34464) 132180

Scale 1 Posts

CAMBRIDGE
(Equal Opportunity Employer)
CAMBRIDGE VILLAGE COLLEGE
Required for April or September at this 11 - 16 mixed comprehensive, recently established a well qualified teacher of CRAFT, DESIGN & TECHNOLOGY (Scale 1) with particular interest in graphic Communication to CSE and O Level.

Letters of application together with c.v. and names, addresses and telephone numbers of two referees, to the Warden immediately at the Village College, Sawston, Cambridge CB3 7DU. (34359) 132182

EAST SUSSEX
BEXHILL HIGH SCHOOL
Down Road, Bexhill-on-Sea
TN39 4RT
Comprehensive mixed, 11 - 16. Roll: 1,457

Required from September, Teacher of Craft, Design & Technology (Scale 1).

Applications would be welcome from new entrants to the profession.

Relocation grants available in approved cases.

Application forms, (s.a.e. please) from and returnable to the Head Teacher. (00095) 132182

ISLE OF MAN
BOARD OF EDUCATION

CASTLE RUSHEN HIGH SCHOOL
(Co-educational Comprehensive 11 - 18, 900 on roll)

Required for September 1985, Teacher of Business Studies. Scale 1, to develop the subject throughout the school in new purpose built accommodation.

Application forms and further details can be obtained from the Headmaster, Castle Rushen High School, Castletown. Tel: 0624 842851, to whom completed forms should be returned by 25th February, 1985. (34091) 132222

SANDWELL
METROPOLITAN BOROUGH COUNCIL

Required for Summer Term 1985

MENZIES HIGH SCHOOL
(11 - 18 Comprehensive)

ECONOMICS AND BUSINESS STUDIES Scale 1

One term temporary post to teach commerce to 16 plus level and possible economics and/or business studies to 'A' level.

Letters of application stating full curriculum vitae and names and addresses of two referees should be forwarded immediately to Head Teacher, Birchfield Hall Lane, Oldbury, Warley, West Midlands.

Sandwell Council is an equal opportunity employer welcoming applications irrespective of the authority [illegible] (32232)

HERTFORDSHIRE
ST GEORGE'S SCHOOL
Carlton Road, Harpenden, Herts. AL5 4XD
Group 11
Head: The Reverend I. Ogilvie

Required for Easter full time teacher for Economics/Business Studies to A level, ability to teach Mathematics to 'O' level an advantage.

Apply Head with full details, and names and addresses of two referees. (33217) 132222

ISLE OF MAN
BOARD OF EDUCATION

CASTLE RUSHEN HIGH SCHOOL
(Co-educational Comprehensive 11 - 18, 900 on roll)

Required for September 1985, Teacher of Business Studies. Scale 1, to develop the subject throughout the school in new purpose built accommodation.

Application forms and further details can be obtained from the Headmaster, Castle Rushen High School, Castletown. Tel: 0624 842851, to whom completed forms should be returned by 25th February, 1985. (34091) 132222

SANDWELL
METROPOLITAN BOROUGH COUNCIL

Required for Summer Term 1985

MENZIES HIGH SCHOOL
(11 - 18 Comprehensive)

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Letters of application stating full curriculum vitae and names and addresses of two referees should be forwarded immediately to Head Teacher, Birchfield Hall Lane, Oldbury, Warley, West Midlands.

Sandwell Council is an equal opportunity employer welcoming applications irrespective of the authority [illegible] (32232)

HERTFORDSHIRE
KINGS LANGLEY SCHOOL
Love Lane, Kings Langley
Tel: Kings Langley 64804

[illegible] specialist needed in April or September for service [illegible] possible] to teach [illegible] Technology to CSE/O Level and assist with Design based Craft in the lower school. Special interest in Metal an advantage.

The school serves commuter villages 20 miles from London. It has its own Outdoor Education Centre near Beacon. Opportunity to assist with hill walking/canoeing/other outdoor activities.

Application forms by letter giving c.v. and details of two referees should be sent to the Headmaster. (33760) 132182

ISLE OF MAN
BOARD OF EDUCATION

QUEEN ELIZABETH II HIGH SCHOOL
(Co-educational Comprehensive 11 - 18, 570 on roll)

Required for September 1985 Teacher of Boys Craft and Art, Scale 1, to teach throughout the school.

Application forms and further details can be obtained from the Headmaster, Castle Rushen High School, Peel. Tel: 0624 842181, to whom completed forms should be returned by 25th February, 1985. (33393) 132182

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
WEST SECONDARY BOYS' SCHOOL
Highfield Road, Dartford

Temporary Teacher for Summer Term.

Applications with full details to the Headmaster (s.a.e.). (34735) 132182

LIVERPOOL
EDUCATION COMMITTEE

ARCHBISHOP BECK R.C. HIGH SCHOOL (MIXED)
Cedar Road, Liverpool L19 9AF

ASSISTANT FOR CRAFT, DESIGN AND TECHNOLOGY Scale 1

Required for September 1985. The ability to teach art would be an advantage.

Application form available (S.A.E. please) from the Headteacher at the address. Closing date 4th March 1985. (34464) 132180

Economics & Business Studies

Heads of Department

SURREY
ROYAL GRAMMAR SCHOOL
Guildford

(HMC - 700 day boys 11 to 18 - 200 in 6th Form)

Required in September a Graduate to teach sixth-form ECONOMICS to A Level and university entrance and to assume responsibility for the Economics Department. Ability to teach one other academic subject, preferably Mathematics or Science, will be a distinct advantage, as will willingness to help with extra-curricular activities such as rugby, cricket, CCF and Scouts. Salary: Burnham plus. Scale 3 available for appropriately qualified and experienced candidate. Possibility of help with accommodation.

Applications, in the form of a curriculum vitae supported by a letter of application quoting at least two referees, should be submitted to the Headmaster, Royal Grammar School, High Street, Guildford, Surrey GU1 3BB. (00098) 132218

Scale 1 Posts

BUCKINGHAMSHIRE
MILTON KEYNES AREA
An Equal Opportunity Employer
OUSEDALE SCHOOL
The Grove, Newport Pagnell, Bucks

Required for September 1985, a teacher of Business Studies to take an expanding and excellently equipped department. Scale 1.

The successful candidate will teach boys and girls across the full age and ability range and contribute to the teaching of Typing, Office Practice and some of the following: Economics, Social Economics, Data Processing, Shorthand. We are looking for a lively and imaginative teacher and the opportunity for success as soon as possible in a work within an expanding TVEI scheme.

Assistance with removal expenses and rented housing may be available in approved cases. If there is a wide range of housing to buy in the area.

Application forms and further details are available from the Headteacher, Mr. A. Cole, B.A., on receipt of a stamped addressed envelope. (34486) 132222

HERTFORDSHIRE
ST GEORGE'S SCHOOL
Carlton Road, Harpenden, Herts. AL5 4XD
Group 11
Head: The Reverend I. Ogilvie

Required for Easter full time teacher for Economics/Business Studies to A level, ability to teach Mathematics to 'O' level an advantage.

Apply Head with full details, and names and addresses of two referees. (33217) 132222

ISLE OF MAN
BOARD OF EDUCATION

CASTLE RUSHEN HIGH SCHOOL
(Co-educational Comprehensive 11 - 18, 900 on roll)

Required for September 1985, Teacher of Business Studies. Scale 1, to develop the subject throughout the school in new purpose built accommodation.

Application forms and further details can be obtained from the Headmaster, Castle Rushen High School, Castletown. Tel: 0624 842851, to whom completed forms should be returned by 25th February, 1985. (34091) 132222

Scale 2 Posts and above

EAST SUSSEX
BEXHILL HIGH SCHOOL
Down Road, Bexhill-on-Sea
TN39 4RT
Comprehensive mixed, 11 - 16. Roll: 1,457

Required from September, Teacher in charge of Library. Relocation grants available in approved cases.

Application forms (s.a.e. please) from and returnable to the Head Teacher. (00095) 132182

ESSEX
BRAMPTON SCHOOL
Spinks Lane, Witham CM8 1DD
Tel: (0376) 512811
(Roll: 1103.) 11 - 18 Mixed Comprehensive

TEACHER OF ENGLISH, Scale 2.

For September 1985, graduate to teach English to A Level. Successful department.

Application form and details from the Headteacher (Enclose s.a.e. please). (34490)

English

Heads of Department

AVON COUNTY
ST GREGORY'S SCHOOL
Combe Hay Lane, Odd Down, Bath BA2 8PJ
Tel: Combe Down 832873
(Catholic Comp of 11 - 18 intake), four form entry: 11 - 16 mixed.

Required from April 1985, well-qualified enthusiastic and experienced teacher to be Head of English (Scale 4). In this developing school: Candidates must be in genuine sympathy with the Catholic ethos of the school.

Further details from (sae please), and letters of application to the Headteacher immediately giving full c.v. and names of two professional referees.

Avon is an equal opportunities employer. (33268) 132418

BURY
METROPOLITAN BOROUGH OF BURY
EDUCATION DEPARTMENT
HEAD OF ENGLISH
DEPARTMENT (SCALE 4)
Required for St. Joseph's R.C. High School, Manchester Road, Whitefield, Manchester M25 5WG, for 1985 April 1985. Applicants should hold a Certificate of Teachers' Certificate.

Application forms and further details available and returnable to the Head Teacher at the School by Friday, 22nd February 1985. (34407) 132418

GLOUCESTERSHIRE
COUNTY COUNCIL
(An Equal Opportunities Employer)
THE LAKERS SCHOOL
Barry Hill, Caterham
(Co-ed Group 10)

Required for September 1985, a teacher of Communication Studies, Scale 4, in this newly emerging 11 - 18 Comprehensive School, opening in September 1985 with 1200 on roll.

The Faculty will include English, Modern Languages, Music, Art, Drama. It is anticipated that the Faculty Head will be supported by three Scale 3 Faculty Heads of Faculty.

Applications, by letter including names and addresses of two independent referees, to the Education Officer, Mr. A. Rutt, c/o Royal Forest of Dean Grammar School, Berry Hill, Coleford, Glos. (08963) 132418

NEWHAM
LONDON BOROUGH OF NEWHAM
FLASHET SCHOOL
Upton Lane, London E6 1DG

Head Teacher: Miss H. Williams
Number on roll: 1150 (girls)
HEAD OF ENGLISH, Scale 4
Required: April 1985 or as soon as possible thereafter.

Enthusiastic, experienced teacher with proven management skills to lead a well established department in this multi-cultural school.

LONDON ALLOWANCE £1,038.

Application forms/further particulars (s.a.e. please) available from Director of Education to whom completed forms should be returned by 28th February 1985.

Education Officer, 370/383 High Street, Stratford, E15 4SU.

An Equal Opportunity Employer. (34358) 132418

WEST SUSSEX
MILLAIS SCHOOL
Depot Road, Cuckfield, West Sussex RH15 0HR
11 - 16 Girls Comp. NOR 1136

Required September 1985, Head of English (Scale 4) to manage very successful department in eight form entry school. A teacher of experience, with high vitality and vision to build on high academic standards set by the department and thereby provide a stable background to necessary changes inherent to new GCSE examinations and in the development of the English curriculum as a whole.

Forms and details from the Headmistress on receipt of s.a.e. (33264) 132418

Scale 2 Posts and above

EAST SUSSEX
BEXHILL HIGH SCHOOL
Down Road, Bexhill-on-Sea
TN39 4RT
Comprehensive mixed, 11 - 16. Roll: 1,457

Required from September; Teacher in charge of Library. Relocation grants available in approved cases.

Application forms (see please), form and returnable to the Head Teacher. 132422

ESSEX
BRAMPTON SCHOOL
Spinks Lane, Witham CM8 1DD
Tel: (0376) 512811
(Roll: 1103.) 11 - 18 Mixed Comprehensive

TEACHER OF ENGLISH, Scale 2.

For September 1985, graduate to teach English to A Level. Successful department.

Application form and details from the Headteacher (Enclose s.a.e. please). (34490)

HAVERING
LONDON BOROUGH OF HAVERING
ST. EDWARDS SCHOOL
Longbridge Road, Romford RM7 0NX

Tel: Romford 43808
Allied Church of England Comprehensive
(Roll: 1040 Mixed - Sixth Form 140)

Headteacher: J.E. Gwinnell, M.A. (Oxon)

Required for September 1985 a well qualified Teacher of English, Scale 2, preferably with experience of mixed ability teaching, to form 4th English team. Forward-looking department.

Applicants will be expected to teach across the age and ability range, including 'A' level. An interest in developing a resources centre for the faculty would be an advantage.

Letters of application stating full curriculum vitae and the names and addresses of two referees, closing date: Monday 25th February, 1985. 132420

ISLE OF MAN
BOARD OF EDUCATION

BALLAKERMEEN HIGH SCHOOL
(Co-educational Comprehensive 11 - 18, 8 Form Entry)

Required for September, 1985, Teacher of English, Scale 3, to be responsible for English and Literature and Upper School General Studies.

Application forms and further details can be obtained from the Headmaster, Ballakermeen High School, Douglas, Isle of Man. Tel: 0624 73558/9, to whom completed forms should be returned by 25th February, 1985. (34088) 132490

LONDON SW1
GREY COAT HOSPITAL
Greycoat Place, Westminster
Voluntary-Aided Church of England Girls' comprehensive School (914 girls 11 - 18 years)

Required from September, 1985 - Second in the English department and to be responsible for the subject in Years 1 to 3. In this split-site school. The successful candidate will be in sympathy with the Christian ethos of the school.

Apply by letter to the Headmistress as soon as possible sending curriculum vitae and names of two referees. (33672) 132420

WALTHAM FOREST
WARWICK HIGH SCHOOL
Barrett Road, London E17
Required for April, English/Drama Teacher, Scale 1/2. Further details see our advertisement under Secondary. English, Scale 2. (33952) 132420

Scale 1 Posts

BARNET
LONDON BOROUGH
COPTHALL SCHOOL
Down Road, Mill Hill,
London NW7 3RT
Tel: 01-959 1937
(Co-ed Comprehensive. Roll 1083, Sixth Form 159

Required from September, although applications for January will be considered. ENGLISH graduate to share in the work of this large and successful Department with courage to CSE, O and A Level. Commitment to mixed ability teaching is first requirement.

In appropriate cases assistance may be given towards expenses of removal, mortgages and separation allowances.

Apply in writing to Head Teacher with c.v. and names of two referees.

S.A.E. Director of Educational Services. (34821) 132422

BEXLEY
LONDON BOROUGH OF
NURSERIES SCHOOL
Hurst Road, Sidcup, Kent DA15 9AA
Tel: 01-300 8668

ENGLISH, SCALE 1

Required for summer term 1985, teacher of English, scale 1 to cover maternity leave.

Please telephone school for further details. (34751) 132422

BRENT
LONDON BOROUGH OF BRENT
CLAREMONT HIGH SCHOOL
Claremont Avenue, Kenton, Harrow HA3 0UH
(Roll 1128, 210 in the sixth form)

Required as soon as possible, or the summer term possible, a Teacher (Scale 1) of English Department to live in and assist with the pastoral care and range of activities including Drama, Debating, School Magazine, Visits, etc. The teacher appointed would be expected to teach across the age and ability range.

CSE, BSC Courses are followed with good academic results.

London Allowance of £1,038 per annum is payable.

Brent is an Equal Opportunities Employer.

Brent is fundamentally committed to multi-cultural education.

Application forms (SAE) obtainable from the Headteacher, requisite within 10 days. (34643) 132422

ESSEX
NEW HALL SCHOOL
Boreham, Chelmsford CM3 3HS
Tel: 0245 467568)
(834 girls on roll - 140 in Sixth Form)

Required for SEPTEMBER, a teacher of ENGLISH for all levels up to University entrance. The school pay Burnham salary scales.

Application forms and further details available from the Headmistress. Secretary at above address. (34655) 132422

HERTFORDSHIRE
ST. ALBANS HIGH SCHOOL
Please see advertisement under English posts, Independent (Sent Schools). (34719) 132422

SECONDARY ENGLISH
continued

BROMLEY
LONDON BOROUGH OF BROMLEY
ANGLEY PARK SCHOOL FOR BOYS
Hawksbrook Lane, South Eden Park Road, Beckenham, Kent BR3 3BP
(1100 boys - Sixth Form 180)

Required for 22nd April 1985. Graduate to teach English at all levels, including 'A' level, but forward-looking candidate welcomed to help develop new department.

Application forms and particulars of the school may be obtained from the Head (s.a.e. please) to whom completed forms should be returned by 1st March. (34506) 132422

BUCKINGHAMSHIRE
MILTON KEYNES AREA
An Equal Opportunity Employer
OUSEDALE SCHOOL
The Grove, Newport Pagnell, Bucks

Required for September 1985, a graduate teacher of English to join a lively department in this large new comprehensive school for boys aged 11 - 16 years (460 on roll) to take English in all 3 years in mixed ability classes, there would be a possibility of a Scale 2 allowance for a suitably experienced and/or qualified applicant.

Send letter of application, CV and names and addresses of two referees to the Head teacher. (33963) 132422

ISLE OF MAN
BOARD OF EDUCATION

BALLAKERMEEN HIGH SCHOOL
(Co-educational Comprehensive 11 - 18, 8 Form Entry)

Required for September 1985, Teacher of English, Scale 1, to teach throughout the school. The candidate will contribute to the teaching of English across the full age and ability range up to 'A' Level. The English department has been substantially successful in examination work at all levels as follows a very practical scheme of work. The department is very well resourced and there is a school bookshop.

Assistance with removal expenses and rented housing may be available in approved cases. There is a wide range of housing to buy in the area.

Application forms and further details are available from the Headmaster, Mr. M. Cole, B.A., on receipt of a foolscap stamped addressed envelope. (34425) 132422

DUDLEY
METROPOLITAN BOROUGH
(Equal Opportunity Employer)

THE BUCKPOOL SCHOOL
Brierley Hill Road, Wordsley, Stourbridge, West Mids. DY8 5SP

(12 - 16 co-ed, comp. Roll: 1100)

Required 25th February, or as soon as possible thereafter, temporary full-time teacher of ENGLISH. Some interest in teaching RE/CSE would be an advantage. Post is available until end of academic year in first instance.

Details from, and letters of application with c.v., and naming two referees to Headteacher as soon as possible (Brierley Hill 76766/73444). (33784) 132422

NEWCASTLE UPON TYNE
DAME ALLAN'S GIRLS' SCHOOL
Fowberry Crescent, Fenham, Newcastle upon Tyne NE4 9YJ
(Independent) 1540 Girls)
Sixth Form: 110)

Required September 1985, Good Honours English Graduate to share in the teaching of English throughout the school. Ability to teach to G.C.E. 'O' level and Oxford and Cambridge Entrance levels essential. Willingness to help with games an asset.

Scale 2 or Scale II Burnham.

Apply immediately to the Headmistress with full details of curriculum vitae, date of birth and the names and addresses of two referees. (34548) 132422

NORTHAMPTONSHIRE
THE FERRERS SCHOOL
Queensway, Higham Ferrers, Wellingborough, Northants NN9 8LF

Required in this 11 - 18 co-educational comprehensive (800) of 760 pupils which opened in 1984, a temporary teacher of English to cover for maternity leaves from 22nd April 1985.

The person appointed will be expected to teach English throughout the school up to the 5th year. As well as an active part in the running of the library would be an advantage though not essential.

A Scale post may be available for a suitably experienced and qualified applicant.

Application forms and further details from the Head (SAE please).

Closing date 1st March 1985. (34636) 132422

NOTTINGHAM
NOTTINGHAM HIGH SCHOOL

Independent Day School - 800 boys - HMC

Graduate required for September.

For details see under Independent Schools. (00100) 132422

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
HULL TRINITY HOUSE SCHOOL, Prince's Dock Street, Hull
Head: Colin D. Thompson, B.Sc. (Econ.)

Required for the Summer term, 1985, initially, a teacher of ENGLISH (Scale 1), having an ability and willingness to offer French as a subsidiary subject.

Application forms and particulars of the school may be obtained from the Head (s.a.e. please) to whom completed forms should be returned by 1st March. (34506) 132422

ISLE OF MAN
BOARD OF EDUCATION

BALLAKERMEEN HIGH SCHOOL
(Co-educational Comprehensive 11 - 18, 8 Form Entry)

Required for September 1985, Teacher of English, Scale 1, to teach throughout the school. The candidate will contribute to the teaching of English across the full age and ability range up to 'A' Level. The English department has been substantially successful in examination work at all levels as follows a very practical scheme of work. The department is very well resourced and there is a school bookshop.

Assistance with removal expenses and rented housing may be available in approved cases. There is a wide range of housing to buy in the area.

Application forms and further details are available from the Headmaster, Mr. M. Cole, B.A., on receipt of a foolscap stamped addressed envelope. (34425) 132422

ISLE OF MAN
BOARD OF EDUCATION

ST. NINIAN'S HIGH SCHOOL
(Co-educational Comprehensive 11 - 18, 8 Form Entry)

Required for September, 1985, Teacher of English, Scale 1. Examination work available for suitable candidate.

Teacher of Drama with English Scale 1, to develop Drama throughout the curriculum and to be involved with school productions.

Application forms and further details can be obtained from the Headmaster, St. Ninian's High School, Douglas. Tel: 0624 626021, whom completed forms should be returned by 25th February, 1985. (34062) 132422

NOTTINGHAM
NOTTINGHAM HIGH SCHOOL

Independent Day School - 800 boys - HMC

Graduate required for September.

For details see under Independent Schools. (00100) 132422

ST. HELENS
METROPOLITAN BOROUGH COUNCIL

COMMUNITY EDUCATION DEPARTMENT

GRANGE ARK HIGH SCHOOL
Broadway, St. Helens WA9 3AY

(11 - 18 years mixed Comprehensive, 828 on roll, 21 in sixth form)

ENGLISH (SCALE 1)

Application forms are available from the Headmaster to whom they should be returned as soon as possible.

An Equal Opportunity Employer. (34421) 132422

WALTHAM FOREST
WARWICK HIGH SCHOOL
Barrett Road, London E17
Head: Mr C. Ruff

Required April, ENGLISH/DRAMA TEACHER, Scale 1/2 (plus Inner London Allowance) required in this comprehensive school for boys aged 11 - 16 years (460 on roll) to take English in all 3 years in mixed ability classes, there would be a possibility of a Scale 2 allowance for a suitably experienced and/or qualified applicant.

Send letter of application, CV and names and addresses of two referees to the Head teacher. (33963) 132422

Geography

Scale 2 Posts and above

CAMBRIDGE
(Equal Opportunity Employer)
SAWSTON VILLAGE COLLEGE
Required for September, well qualified GEOGRAPHER (Scale 3) to be in charge of successful and popular subject in this 11 - 16 mixed comprehensive school (Roll 980) 7 miles from Cambridge.

Application forms and details from the Warden, the Village College, Sawston, Cambridge CB2 9DL. (Foolscap SAE). (34560) 132630

LONDON (ESSEX)
CHIGWELL SCHOOL
Graduate Required September 1985 to teach GEOGRAPHY. (Sees INDEPENDENT SCHOOLS). (33934) 132630

STAFFORDSHIRE
ST. MARGARET WARD (RC/VA) COMPREHENSIVE SCHOOL
Little Chell Lane, Tunstall, Stoke on Trent ST6 6LZ
11 - 16 mixed comprehensive, roll 670

Required for Easter, 1985 a well qualified and enthusiastic teacher of COMPUTER STUDIES (Scale 3) to coordinate Computer Studies throughout the school and within departments. Excellent facilities at all level ranges essential.

Letters of application together with a curriculum vitae and the names and addresses of two referees should be forwarded to the Headteacher from whom further details are available.

Canvassing will disqualify. Closing date 10 days from publication. Trade Union membership desirable.

Staffordshire County Council. (00083)

Scale 1 Posts

CAMBRIDGESHIRE
(Equal Opportunity Employer)
SOHAM VILLAGE COLLEGE
Required for September, teacher of Geography (Scale 1) in this 11 - 16 Comprehensive (Roll 860).

Application form and details from the Warden, Soham Village College, Soham, Ely, Cambs. CB7 5AA (s.a.e. please). Closing date 1st March. (34562) 132692

EAST SUSSEX
BEXHILL HIGH SCHOOL
Down Road, Bexhill-on-Sea
TN39 4RT
Comprehensive mixed, 11 - 16, Roll: 1,457

Required from September; Teacher of Geography (Scale 1). Ability to teach Economics would be an added recommendation.

Applications are invited from newly qualified teachers.

Relocation grants available in approved cases.

Application forms (see please) form and returnable to the Head Teacher. (00095) 132692

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
RICARDS LODGE HIGH
Lake Road, Wimbledon, London SW19 7HB
Tel: 01-946 6205
Head Teacher: Miss R.D. Whale, M.A.
Age Range: 13/18 years
Roll on: 805

Required from April 1985 a teacher of GEOGRAPHY and teacher of ECONOMICS who can preferably take both subjects up to 'A' level. The full time post is a comprehensive High School. Part-time applicants would be considered but there is a full-time post for someone who can offer the right subject combination.

CLOSING DATE: A.S.A.P.

Please telephone the school for application forms and further particulars of the post. (34571)

NOTTINGHAM
NOTTINGHAM HIGH SCHOOL

Independent Day School - 800 boys - HMC

Graduate required for September.

For details see under Independent Schools. (34605) 132692

History

Heads of Department

BARNET
LONDON BOROUGH
QUEEN ELIZABETH'S BOYS' SCHOOL
Queen's Road, Barnet, Herts. EN5 4DH
Tel: 01-441 4646
Comprehensive, Roll 960.
Sixth Form 160
London Allowance £678

Required April/September, 1985, a Head of Department. Scale 3. Experienced teacher to lead enthusiastic team, teaching across the ability range to A-level and Oxbridge entrance. Candidates should be forward looking, familiar with new curriculum developments and committed to a multi-cultural education. Willingness to participate fully in community life of the school essential.

In approved cases assistance given towards payment of removal expenses and separation allowances.

Application forms/further details available from Headmaster, Mr E. Harris on receipt of S.A.E. Completed forms should be returned to the school as soon as possible.

Director of Educational Services. (34420) 132816

Scale 1 Posts

HERTFORDSHIRE
WATFORD BOYS GRAMMAR SCHOOL
Rickmansworth Road, Watford
(Co-ed under Secondary French Scale 1. (34629) 132822

ISLE OF MAN
BOARD OF EDUCATION

ST. NINIAN'S HIGH SCHOOL
(Co-educational Comprehensive 11 - 18, 8 Form Entry)

Required for September 1985, Teacher of History. Ability to teach throughout the school.

Application forms and further details can be obtained from the Headmaster, St. Ninian's High School, Douglas. Tel: 0624 626021, to whom completed forms should be returned by 25th February, 1985. (34064) 132822

NOTTINGHAM
NOTTINGHAM HIGH SCHOOL

Independent Day School - 800 boys - HMC

Graduate required for September.

For details see under Independent Schools. (34605) 132692

Home Economics

Scale 2 Posts and above

DEVON
Please see displayed advertisement on Page 55. (00089) 133030

Scale 1 Posts

BERKSHIRE
RYRIE GREEN SCHOOL
Spencers Wood, Near Reading, RG7 1BP
N.O.R.: 800.

Semi-rural, Five form entry, mixed comprehensive.

Required for APRIL or SEPTEMBER, 1985, a well qualified and enthusiastic teacher of Home Economics (Scale 1 to join a successful Department.

The person appointed will be required to teach across the ability range in all years and take responsibility for some fourth and fifth year examination groups.

Please apply by letter, giving details, qualifications and interests and A curriculum vitae, direct to the Headmaster. Closing date 22nd February 1985.

An Equal Opportunity Employer. (34624) 133022

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
BANNING HALL
GRAMMAR SCHOOL
Co-educational five form entry roll 880 (Sixth form 160)
Head: Mr. Keith Hall

Required Teacher: Mrs C.B. Goodhill
Number on roll: 1050 (Girls) NEWMAN COLLEGE
BARAK BONNELL SCHOOL
Bonnery Road, Hove BN3 4LP
Head Teacher: Mrs C.B. Goodhill
Number on roll: 1050 (Girls)

Required for September 1985. We are looking for an en

SECONDARY HOME ECONOMICS
continued

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
RIDDINGS
COMPREHENSIVE SCHOOL
Enderby Road, Scunthorpe
Head Teacher: E.J. Summerfield
No on Roll: 770
HEAD OF DEPARTMENT
Required as soon as possible.
Temporary full time teacher of Home Economics for a period of 11 to cover the maternity leave absence of the permanent post-holder and could be for up to 40 weeks.
Application forms and further particulars obtainable from the Head teacher at the school to whom completed forms should be returned no later than 25th February 1985. (F.S.A.E. please).
Full and fair consideration will be given to all disabled applicants. (34486) 133022

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
MIRFIELD HIGH SCHOOL
Kitson Hill Road, Mirfield, West Yorks. WF14 9EZ
(Ref 800)
Required from Easter 1985 for an term, only a temporary, SCALE 1 teacher in the Home Economics Department to teach HOME ECONOMICS at 11 plus, CSE and 'A' level, together with Needlework and Child Care up to the fifth year.
Letters of application giving full curriculum vitae and the names of two referees to the Head Teacher at the school as soon as possible.
An Equal Opportunity Employer. (34513) 133022

SUTTON
LONDON BOROUGH OF SUTTON
EDUCATION DEPARTMENT
CARSHALTON GIRLS' SCHOOL FOR GIRLS
West Street, Carshalton, Surrey SM5 2QX
Tel: 01-643 8283
HOME ECONOMICS - SCALE 1
Required for the summer term only in this six-form entry, non-selective comprehensive school, a teacher of Home Economics up to and including GCE 'A' level. Some needlework is available in the lower school.
Applicants interested in doing all or part of the work are equally welcome to apply.
Applications should be made to the Headteacher by letter, including curriculum vitae and the names and addresses of two referees, as soon as possible. (34492) 133022

LONDON BOROUGH OF CROYDON
Applications are invited from good honours Graduates for

Appointment as Mathematics Adviser

Education Support Grants post
Tenable: 1st September 1985
Salary: SOULBURY – HEAD TEACHER 7-£13,686-£14,979 plus London Allowance of £678
A car allowance is payable
Assistance will be given with reasonable removal expenses and legal fees in accordance with the councils scheme (details on request)
Graduate Mathematician required initially to lead a team of four Advisory Teachers appointed with ESG funds. The post requires managerial skills, a commitment to making Mathematics interesting and enjoyable for all students from 5 to 16, and the ideas and enthusiasm to organise all the Maths in-service training in the Borough.
The Adviser will have no pastoral responsibility and will work to the Inspector responsible for mathematics.
This is a permanent appointment with the London Borough of Croydon.
Further details and application forms from Director of Education, Education Department (TAS), Taberner House, Park Lane, Croydon. CR9 1TP. Telephone 01-686 4433 Extn 2290. (10647)

Advisory Teachers for Mathematics,
Scale 3/4 (2 Posts)

To commence duties 1st September 1985.
Both posts are being established under the Government's Education Support Grants Scheme; one for primary and one for secondary education.
Applicants should be well qualified, with recent substantial and successful experience of teaching across a wide range of ability.
The successful applicants will be appointed on a full-time permanent basis to the service of the Authority, with the offer of appropriate alternative employment at the conclusion of the Education Support Grants Scheme.
London Allowance: £678 plus casual car user allowance.
Application form and further particulars from Director of Education, The Grove, Carshalton, Surrey SM5 3AL (SAE. please).
Closing date: 1st March 1985.
London Borough of Sutton Education Department (10640)

Humanities

Scale 2 Posts and above

HARROW
EDUCATION COMMITTEE
CANONS HIGH SCHOOL
Shelton Road, Edgware HA8 6AN
Tel: 01-952 1514
Temporary Teacher of HUMANITIES (Scale 2) for absence for the permanent post-holder and could be for up to 40 weeks.
Application forms and further particulars obtainable from the Head teacher at the school to whom completed forms should be returned no later than 25th February 1985. (F.S.A.E. please).
Full and fair consideration will be given to all disabled applicants. (34486) 133022

Scale 1 Posts

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SWANLEY SCHOOL
St Mary's Road, Swanley BR8 7TE
Tel: Swanley 65231
Headmaster: A. McGoldewie, B.A.
Required immediately until July a part-time teacher of Humanities (Geography/Social Science) for three days a week. Information and details of Elmer Test from the school.
This is an established large comprehensive school with a full range intake, mixed 11 - 18 Lonton Fringe Allowances. (3472?) 133222

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
WILLIAM MORRIS SENIOR HIGH SCHOOL
Gainsford Road, London E17
Head: Mrs. J. Dowell
Required April GENERAL TEACHER SCALE 1 (plus Londen Allowance) to be based in this comprehensive school for girls aged 14 - 18 years (500 on roll) to cover the secondment of a senior member of staff for one term. Candidates are asked to indicate subjects preferred.
Application form available on receipt of s.a.e. from Headteacher.
Closing date 22nd February 1985. Ref. P97/193. (33814) 132222

Mathematics

Heads of Department

BERKSHIRE
PROSPECT SCHOOL
Comprehensive Road, Sandhurst
HEAD OF MATHEMATICS (Scale 4)
Required for this new Group 12 co-educational school in Reading, formed by the merger of two secondary schools.
Apply for further details to Headteacher.
Girls' School, Honey End Lane, Reading RG3 4EL.
CLOSING DATE 4th March
An Equal Opportunity Employer. (33955) 133418

CORNWALL
EDUCATION COMMITTEE
There is a Removal Expenses Scheme for teachers taking up permanent appointments from out-side the County
COMPREHENSIVE SCHOOL
ST AUSTELL SIXTH FORM COLLEGE
Trevarthian Road, St Austell, Cornwall PL25 4RE
Group No. 11. No. on Roll 300
HEAD OF FACULTY OF MATHEMATICS - SCALE 4
A well motivated and experienced teacher is required for September, 1985 to take over the running of the mathematics department and to become member of the college's senior management team. The teacher appointed would have to teach pure mathematics mechanics and statics to university entrance level and would also be expected to help to develop appropriate courses for the less academically able.
Application form/further details from the Headteacher on receipt of SAE. (34530) 133418

CROYDON
LONDON BOROUGH OF CROYDON

JOHN RUSKIN HIGH (M)
Upper Shirley Road,
Croydon CR9 5AQ
Tel: 01-656 0994
Tenable: September 1985
Head of Mathematics required in this 14 - 18 mixed comprehensive High School, maintaining it a strength of 1,000 pupils with 6th forms and a very popular option in the sixth form.
The successful applicant would also be expected to oversee the activities of the Computer Studies Department.
Applicants for this important post should be experienced graduate Mathematicians capable of leading a successful team.
SALARY - Burnham Scale 4. With London Area Allowance.
Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible. (33974) 133418

CROYDON
THE OLD PALACE SCHOOL
(Independent Day School 750 girls)
Required for September 1985 Head of Mathematics (Honours Graduate) Scale 4). The School has a good Mathematics Department and subject is studied by a high proportion of girls in the Sixth Form. The person appointed must be capable of teaching to Cambridge entrance level, and be aware of new developments in the teaching of this subject.
Applications with the names and addresses of two referees should be sent to the Headmistress, The Old Palace School, Old Palace Road, Croydon, Surrey CR0 1AX. (41489). 133418

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
RAINHAM SCHOOL FOR GIRLS
Group 11 - Roll 1350 plus Sixth Form of 180
HEAD OF DEPARTMENT
MATHEMATICS SCALE 3
Required for September, a well-qualified, experienced Mathematics teacher to lead and manage a team of nine, and to organise the work in a lively and active Mathematics Department. Mathematics is a compulsory subject through out the school, and examinations are offered at all levels up to 'A' level. Modern school buildings are situated on an attractive site.
Further details and application form available from the Headmistress, Mrs D.E. Snape, Rainham School for Girls, Derwent Way, Rainham, Kent (s.a.e. please).
Closing date for applications 7th March 1985. (34725) 133418

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
THE BURLEIGH COLLEGE
Thorpe Hill,
Loughborough, Leics.
14 - 19 Upper
Roll 1454
HEAD OF MATHEMATICS SCALE 4
Required Easter or August, Co-ordinate for Mathematics to lead a dedicated and highly successful team, into their next phase of curriculum development.
Please write for further details and application form before applying. (34593) 133418

Scale 2 Posts and above

EAST SUSSEX
DOROTHY STRINGER HIGH SCHOOL
Lodge Road, Brighton BN1 6PZ
Comprehensive mixed, 11 - 16. Roll 1,170
Required from September: Well qualified and experienced Teacher of Mathematics (Scale 2), to act as second in department.
Relocation grants available in approved cases.
Full details and application forms from Headmaster's secretary. (00095) 133422

ESSEX
THE KING EDMUND SCHOOL
Vaughan Close, Rochford
Tel: Southend-on-Sea 545771 (Rochford 544771)
SECOND IN MATHEMATICS. Scale 2
Required for September, well qualified and experienced teacher to take responsibility for Money Management Programme, to teach across the full ability range.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (33945) 133491

HERTFORDSHIRE
HEMEL HEMPSTEAD SCHOOL
Heath Lane, Hemel Hempstead, Herts.
940 mixed (160 in VIth Form)
MATHEMATICS teacher needed for September 1985 to assist the Head of Maths in the running of a well-established, all-graduate department. The successful candidate will be expected to teach up to university award level.
Prospectus and further details from the Headmaster. (32878) 133430

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
OAKWOOD PARK GRAMMAR SCHOOL
Maidstone, Kent ME16 8AR
A vacancy will exist in September 1985 for a SENIOR MATHEMATICIAN to teach to scholarship level (Scale 3). Successful department, details available on request.
Situated in very attractive surroundings, this school of 970 boys (aged 13 to 18 (420 in the Sixth Form) has a strong academic tradition, many cultural and sporting activities. Admissions based on parental wishes.
Apply by letter to the Headmaster including a full c.v. and the names of two referees. (34756) 133430

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
UPPINGHAM COMMUNITY COLLEGE
London Road, Uppingham, Oakham
11 - 16 Comprehensive
Roll 478
MATHEMATICS SCALE 2
Required April a teacher of Mathematics. Ability to teach to 'O' level is essential. Scale 2 is available for a suitably qualified and experienced teacher with an interest in Information Technology and the ability to offer Computer Studies to examination level.
Application forms and further details on request from Head. (SAE)
Apply immediately with full particulars and names and addresses of two referees to the Head. (34558) 133430

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
SNARESBROOK BOYS' SCHOOL
Barrett Road, London E17
Tel: 01-527 2351
Required for April or as soon as possible
MATHEMATICS TEACHER - Scale 3 (plus Outer London Allowance) required in this comprehensive school for boys aged 11 - 18 years (1460 on roll). The Mathematics Department is gradually expanding its 'A' level Scheme through out the School so knowledge of the Scheme would be welcome, though full details of experience would be no handicap. Successful applicants will be expected to teach all abilities over the three years in the school.
Send letter of application, C.V. and names and addresses of two referees to the Headmaster. Ref. No. P/M/3. (33300) 133430

SOMERSET COUNTY COUNCIL
ADVISORY TEACHERS (4 posts)
(Burnham Scale 3)

For September 1985, to support the teaching of:-
I Mathematics in Infant/lower junior age range. (one post).
II Mathematics in the Middle years. (one post).
III Mathematics in the Secondary years. (two posts).
The appointment of suitably experienced teachers, for the above posts will be for three years in the first instance with the possibility of an extension or, failing that, a placement in a school with protection of salary. Existing Somerset teachers may apply for fixed shorter term secondments to these posts.
Application forms and further details (SAE foolscap) from the Chief Education Officer, Staffing (+) Section, Education Department, County Hall, Taunton, TA1 4DY.
Closing date 4 March 1985. (9376)

City of Birmingham Education Department
Mathematics Advisory Support Team
The Mathematics Resource Centre,
Ada Road, Birmingham B9 4NG
Tel: 021 772 0702
Senior Advisory Teachers (Burnham Senior Teacher Scale) MATHEMATICS
Required for September 1985. Three Senior Advisory Teachers (one primary and two secondary) to lead area teams of Advisory Teachers. Well qualified and experienced teachers are sought who will be able to make a major contribution to Mathematics Education in the City.
Application forms and further details available from the Director at the above address, to be returned within 14 days of the publication of this advertisement.
AN EQUAL OPPORTUNITIES EMPLOYER. (9349)
BIRMINGHAM CITY COUNCIL

Scale 1 Posts

AVON COUNTY
PORTWAY SCHOOL
Pennwin Lane, Shirehampton, Bristol BS11 0EB
(Comprehensive school - Roll: 1000)
Required from 15th April or September 1985, qualified Mathematics teacher for Mathematics and Computing. Ability and willingness to teach both subjects to 'A' level essential.
Letters of application to the Headteacher immediately giving full c.v. and names of two or three referees, preclosing one.
Avon is an equal opportunities employment. (34440) 133422

BEDFORDSHIRE
NORTHERN AREA
DANNY UPPER SCHOOL AND COMMUNITY COLLEGE
Empayne Avenue, Sandy SG19 1BL
Tel: Sandy 80398
Headmaster: Mr J. Francombe
13 - 18 Co-educational Comprehensive Upper School, numbers on roll 1,100
Mathematics Graduate required for September 1985 to Scale one. A share of department responsibility including 'O' and 'A' level work. Scale 2 available for a suitable applicant. Recent graduates completing a PGCE course are particularly welcome to apply.
Application forms and further details from the Headmaster, as above.
Closing date 25th February 1985. (41975) 133422

BARNET
LONDON BOROUGH OF COPTHALL SCHOOL
Pens Street, Mill Hill, London NW7 2RE
Tel: 01-959 1957
Girls' Comprehensive, Roll 1053. Sixth Form 170
Required April, 1985, temporary teachers of MATHEMATICS, Scale 1, for September will be considered two teachers of MATHEMATICS, Scale 1, Sixth Form. Both posts involve sharing in work with the Department up to 16 plus standard but A level work available to suitable applicants. Ability to teach Computer Studies to 16 plus an advantage.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher with full c.v. and names of two referees.
S.A.E. Director of Educational Services. (34933) 133422

BEDFORDSHIRE
NORTHERN AREA
LINCROFT HIGH SCHOOL
Crawley Green Road, Luton, Beds.
Headmaster: Mr G. Boden, B.A.
Required for September 1985, a teacher of Mathematics, Scale 1 to 3. Mathematics could be Computer Studies if you would like an advantage. Ideal post for a teacher seeking a first appointment.
Application forms and further particulars obtainable from and returnable to the Headmaster, as above. (34626) 133422

BERKSHIRE
NEWLANDS SCHOOL
Farm Road, Maidenhead, Berks SL6 5JL
(Girls' Comprehensive 11 - 18. Roll 1092)
A well qualified Honours Graduate Scale 1 is required for September, 1985 to teach Mathematics throughout the school up to A.L. if possible.
Candidates with some experience in Computer Education would be welcome. The school has a programme of computer literacy for each year group and it is hoped will there in this work.
Initial applications by letter with full C.V. and the names of two referees to the Headmistress, Mrs. Leighton. (SAE). 133422
Closing date 4th March.
An Equal Opportunity Employer. (34704) 133422

BERKSHIRE
EMMBROOK SCHOOL
Emmbrook Road, Wokingham RG11 1JR
(Co-Ed 11 - 18 Co-EDUCATIONAL
Required 16th April, 1985, Mathematics Teacher, Scale 1, to teach the subject to all ages and abilities in flourishing department. Sixth form work for suitably qualified candidate.
Application forms and further details available from The Headmaster. (SAE). Closing date: 4th March, 1985.
An Equal Opportunity employer. (34603) 133422

ESSEX
NEW HALL SCHOOL
Boreham, Chelmsford CM3 3HS
Tel: 0245 467588)
634 girls on roll -140 in Sixth Form.
Required for September, a graduate MATHEMATICIAN to teach all levels including Sixth Form. Burnham Scale post (available for an experienced candidate.
Application forms and further details available from the Bursar. Closing date 28th February 1985. (34625) 133422

BEDFORDSHIRE
NORTHERN AREA
ICKNIELD HIGH SCHOOL
Biddy Lane, Luton, Beds.
Headmaster: Mr A.R. Rogers, M.A.
Required for April 1985, a teacher of Mathematics, Scale 1.
Application forms and further information obtainable from the Headteacher (foolscap s.a.e. please). (35546) 133422

BEDFORDSHIRE
SOUTHERN AREA
QUICKSWOOD SCHOOL
Crawley Green Road, Luton, Beds.
Headmaster: Mr G. Boden, B.A.
Required for September 1985, a teacher of Mathematics, Scale 1 to 3. Mathematics could be Computer Studies if you would like an advantage. Ideal post for a teacher seeking a first appointment.
Application forms and further particulars obtainable from and returnable to the Headmaster, as above. (34626) 133422

BERKSHIRE
NEWLANDS SCHOOL
Farm Road, Maidenhead, Berks SL6 5JL
(Girls' Comprehensive 11 - 18. Roll 1092)
A well qualified Honours Graduate Scale 1 is required for September, 1985 to teach Mathematics throughout the school up to A.L. if possible.
Candidates with some experience in Computer Education would be welcome. The school has a programme of computer literacy for each year group and it is hoped will there in this work.
Initial applications by letter with full C.V. and the names of two referees to the Headmistress, Mrs. Leighton. (SAE). 133422
Closing date 4th March.
An Equal Opportunity Employer. (34704) 133422

BERKSHIRE
EMMBROOK SCHOOL
Emmbrook Road, Wokingham RG11 1JR
(Co-Ed 11 - 18 Co-EDUCATIONAL
Required 16th April, 1985, Mathematics Teacher, Scale 1, to teach the subject to all ages and abilities in flourishing department. Sixth form work for suitably qualified candidate.
Application forms and further details available from The Headmaster. (SAE). Closing date: 4th March, 1985.
An Equal Opportunity employer. (34603) 133422

BOLTON
METROPOLITAN BOROUGH WITHINGTON GIRLS' SCHOOL
Newby Road, Bolton BL2 5JB (11 - 16)
MATHS Scale 1
Temporary Teacher required from 15th April to 31st August 1985.
Application forms obtainable from Director of Education and Arts, P.O. Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW to be returned to Head Teacher by 27th February 1985. (34418) 133422

BROMLEY
LONDON BOROUGH OF BROMLEY
BOULEVARD WOOD SCHOOL FOR GIRLS
St. Nicholas Lane, Loge Hill, Chislehurst, Kent BR7 5LJ
No. on roll - 974. No. in Sixth Form - 160
MATHEMATICS for September, 1985, a well qualified Graduate to join the Mathematics Department of this former selective school, which has admitted an all-ability intake since September, 1981. This Scale 1 post offers teaching throughout the school including the Sixth Form. Work in Mathematics is a popular subject choice.
Applications from new entrants to the profession welcome.
Application forms and further details may be obtained from the Headmistress at the school (foolscap s.a.e. please or Tel: 01-467 0960), to whom completed forms should be returned by 27th February 1985. (34919) 133422

DONCASTER
DANUM SCHOOL
Armthorpe Road, Doncaster DN5 9PG
Tel: (0302) 831385
Danum School is a 13 - 18 Co-educational Comprehensive School with 1,020 on roll, Sixth Form 170.
Required for September 1985 Teacher of Mathematics Scale 1. An interest in computing would be an advantage.
Further details and application forms are available from the school, to whom forms should be returned as soon as possible. (34509) 133422

EAST SUSSEX
BEXHILL HIGH SCHOOL
Down Road, Bexhill-on-Sea TN39 4RT
Comprehensive mixed, 11 - 16. Roll: 1,400
Required from September: Teacher of Mathematics (Scale 1). An interest in Games and/or Computer Studies would be an additional recommendation.
Applications would be welcome from new entrants to the profession.
Relocation grants available in approved cases.
Application forms (s.a.e. please) from and returnable to the Head Teacher. (33422) 133422

ESSEX
NEW HALL SCHOOL
Boreham, Chelmsford CM3 3HS
Tel: 0245 467588)
634 girls on roll -140 in Sixth Form.
Required for September, a graduate MATHEMATICIAN to teach all levels including Sixth Form. Burnham Scale post (available for an experienced candidate.
Application forms and further details available from the Bursar. Closing date 28th February 1985. (34625) 133422

ESSEX
SHOEBURYNESS COMPREHENSIVE SCHOOL
Caulfield Road, Shoeburyness (Tel: Shoeburyness 2288 (Tel: 0368 2288)
MATHEMATICS, Scale 1
Required for September. Ability to offer Computer Science and/or Science an advantage.
Application form and further information obtainable from the Headteacher (foolscap s.a.e. please). (35546) 133422

HARINGEY
Progress with Humanity
WHITE HART LANE SCHOOL
White Hart Lane, Wood Green, London N22 5QJ
Tel: 01-889 6761
Head Teacher: Mr. L.G. Wynne
Required as soon as possible, SCALE 1 (Temporary until the end of the Summer Term) SCIENCE/MATHEMATICS
Please telephone the school for information and application form.
London Allowance £1,038 payable
Haringey is an equal opportunity employer. (34644) 133422

HAVERING
LONDON BOROUGH OF HAVERING
EDWARDS SCHOOL
London Road, Romford RM7 9NX
Tel: Romford 42809
Mixed Church of England Comprehensive
(Roll 1040 Mixed - Sixth Form 140)
Headteacher: J.E. Gwinell, M.A.(Oxon)
Required for September 1985 a well qualified, lively Teacher of Mathematics to join this strong and successful department. The ability to offer Pure and Applied Mathematics at 'A' level is preferred (statistics would be a further advantage) Underground teaching would be across the age and ability range.
Further information may be obtained from the Headteacher by letters of application together with curriculum vitae and names of two referees should be welcomed. A temporary contract could be considered. Visits welcome.
LONDON ALLOWANCE £1,038 plus Social Priority Allowance.
Application forms/further particulars (s.a.e.) (1 page) available from The Head Teacher to whom completed forms should be returned by 26th February 1985.
DIRECTOR OF EDUCATION, Education Offices, 379/383 High Street, Stratford, E15 4RD.
An Equal Opportunity Employer. (34436) 133422

NORFOLK
KING EDWARD VII HIGH SCHOOL
Gaywood Road, King's Lynn PE30 2QB
Roll: 1383 Mixed (Group 11) 13 - 18 Years (160 VI Form)
Temporary Scale 1 'O' Mathematics (to 'O' Level) required from April owing to Maternity Leave.
Apply by letter, giving names of two referees and tabulating CV on one side to the Headmaster. Closing date: 25th February. (34463) 133422

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
LONGBENTON HIGH SCHOOL
Halsham Avenue, Longbenton, Newcastle upon Tyne, NE12 8AN
Required for 1st September 1985.
(a) Scale 1 TEACHER of MATHEMATICS to 'O' and 'A' Levels to all abilities and to contribute throughout the whole 11 - 16 age range.
(b) Scale 1 TEACHER of MATHEMATICS at least to 'O' level. Commitment to all abilities throughout the 11 - 16 age range.
Application forms are available on receipt of a s.a.e. from the Headteacher to whom they should be returned by 6th March 1985.
It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status. (34577) 133422

NORTH WALES
PENRHOS COLLEGE
See advertisement under Independent Schools. (41595) 133422

NORTHAMPTONSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
COMMUNITY YOUTH WORKER/NARROWBOAT STEERER
Required to operate a 12 berth residential narrowboat for the period April - October 1985.
An ability to work with people is more important than previous training as experience as training will be given.
Application forms and further details from; Area Community Youth Officer, South Block, Area No. 19 Guildhall Road, Northampton NN1 1DE. Tel: Northampton 34883, Ext. 8468.
Closing date 28th February 1985. (34545) 133422

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
TOLWORTH GIRLS' SCHOOL
Surbiton Hill Road, Surbiton, Surrey KT6 7JQ
Tel: 01-397 2454
No. on roll: 1052
Required for September 1985 an enthusiastic teacher of MATHEMATICS and COMPUTER STUDIES. The School has a strong Mathematics Department and a well-equipped Computer Room. Computing is available in lessons although access to computing although expanding remains limited. Applicants would be welcome to discuss the opportunities with the successful candidate in the near future.
Scale 1 post, London Allowance £678.
Application forms available from the Acting Headmistress (enclose s.a.e. please) to whom completed forms should be returned by 28th February 1985. (34615) 133422

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
HECKMONDWIKE SECONDARY SCHOOL
Leeds Old Road, Heckmondwike, West Yorks. WF16 9BB
(Ref 797)
Required from Easter 1985 for one term only a temporary SCALE 1 teacher of MATHEMATICS to teach the subject across the age and ability range in this 400 form entry secondary school.
The ability to teach a small amount of lower school Geography is essential.
Letters of application giving full curriculum vitae and the names of two referees to the Head Teacher at the school as soon as possible.
An Equal Opportunity Employer. (34515) 133422

LONDON
ST. PAUL'S R.C. (BM)
Wicker Lane, SE2 0XX
Tel: 01 3268
(Headmaster: Mr. A.E. Scanlan)
(540 on roll)
Required as soon as possible Mathematics Teacher. (Scale 1 or 2) depending upon qualifications and experience, able to share in the teaching of the subject across the full secondary age and ability range.
The school is well disciplined with a good academic intake situated in a pleasant wooded area on the borders of London and Kent. (33893) 133422

NEWHAM
LONDON BOROUGH OF NEWHAM
FOREST GATE SCHOOL
Forest Street, London E7 0BR
Head Teacher: Mrs A. Rowland
Number on roll: 834
TEACHER OF MATHEMATICS, Scale 1
Required April 1985 or as soon as possible thereafter.
A teacher of mathematics for a supportive department with modern approaches. Ability to help with Physics would be welcome. A temporary contract could be considered. Visits welcome.
LONDON ALLOWANCE £1,038 plus Social Priority Allowance.
Application forms/further particulars (s.a.e.) (1 page) available from The Head Teacher to whom completed forms should be returned by 26th February 1985.
DIRECTOR OF EDUCATION, Education Offices, 379/383 High Street, Stratford, E15 4RD.
An Equal Opportunity Employer. (34436) 133422

NORTHUMBERLAND
KING EDWARD VI SCHOOL
West Cottingwood, Morpeth NE61 1DN
Group 13. Voluntary Controlled 13 - 18
Comprehensive High, 1380 pupils inc. 330 in Sixth Form
Required from 1st September 1985, well qualified Graduate to teach Maths Scale 1, strong and successful Dept. Will be required to teach across age and ability range. Ability to offer practice to 'A' level a strong recommendation. Removal expenses/ongoing allowance may be payable.
Application forms, returnable 25.2.85, foolscap sae to Headteacher. (34613) 133422

OLDHAM
METROPOLITAN BOROUGH
THE RADCLYFFE SCHOOL
Hunt Lane, Shadderton, Oldham
Required for mid March 1985, Mathematics Teacher, Scale 1 to teach mainly in the 11 - 16 age range.
This post is temporary to the 31st August 1985.
Please apply by letter including full c.v. and addresses and telephone numbers of two referees as soon as possible. (34145) 133422

OXFORDSHIRE
COUNTY COUNCIL
WALLINGFORD SCHOOL
Station Road, Wallingford OX10 0LB
Group 11 1131 on roll
Required for September 1985 a Graduate Teacher of Mathematics (Scale 1) to teach Maths throughout this 11 - 18 mixed comprehensive school. The school is situated on two sites some 350 yds. apart.
Application by letter with details of c.v., and addresses of two referees, to the Headteacher. Further details available s.a.e. please. (34443) 133422

OXFORDSHIRE
COUNTY COUNCIL
OXFORD SCHOOL
Glanville Road, Oxford OX4 2AU
MATHEMATICS
TEACHER SCALE 1
Boys' Upper School, 700 boys, 13 - 18 years
Required for Summer Term 1985, temporary for one term, a graduate mathematician to join a strong Mathematics Department.
The successful applicant would be expected to teach all ability levels and should be capable of teaching 'A' Level Mathematics. An interest in mechanics would be helpful.
The school follows a semi-modern syllabus and has a strong reputation for results at Further Maths level.
Interested applicants should send a Curriculum Vitae as soon as possible to the Headteacher, s.a.e. please. (34457) 133422

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
ORLEANS PARK SCHOOL
Richmond Road, Twickenham, Middlesex TW1 3BB
(Tel: (01) 891 0187)
Headmaster: Garth Freeman, J.P., M.A.
TEACHERS OF MATHEMATICS (SCALE 1 plus Outer London Allowance)
A temporary Mathematics teacher is required for the Summer term, 1985, on establishment. Mathematics teacher is required for September 1985.
Well-qualified graduates who would be new entrants to the profession are particularly sought.
Application forms and further details available from the Headmaster, at the school (s.a.e. please) to whom they should be returned by Monday 25th February 1985. (34283) 133422

SANDWELL
METROPOLITAN BOROUGH COUNCIL
HOLLY LODGE HIGH SCHOOL
(11 - 16 Comprehensive).
Required for Summer Term 1985.
MATHEMATICS Scale 1.
Further details from Head Teacher.
Letters of application stating full curriculum vitae and names addresses of two referees should be forwarded to the Head Teacher, Holly Lane, Smethwick, Warley, West Midlands.
Closing date 25th February 1985.
Sandwell Council is an equal opportunity employer. Canvassing of members or officers, automatically disqualifies. (33718) 132422

Lancashire County Council
An Equal Opportunities Employer.
The following are required for the dates stated and the closing date is 28th February 1985.

Secondary Schools
Forms/further details from/to the Headteacher at the school (SAE please).

BURSCOUGH PRIORY HIGH
Trevor Road, Burscough, Ormskirk. (792 on Roll–Mixed)
May 1st 1985 or as soon as possible.
SCALE: M10 – SECOND MASTER/MISTRESS

Re-Advertisement
BURNLEY BARDEN HIGH
Heald Road, Burnley. (869 on Roll: Boy 11-16)
16th April 1985 or as soon as possible thereafter.
SCALE 4: HEAD OF HUMANITIES
Previous applicants will be reconsidered.

BRIERFIELD MANSFIELD HIGH
Elland Road, Brierfield. (897 on Roll: Mixed 11-16)
1st September 1985 (or earlier if possible)
SCALE 3: COMPUTER STUDIES

FULWOOD ST. CUTHBERT MAYNE R.C. HIGH (AIDED)
St. Anthony's Drive, Fulwood, Preston. (910 on Roll)
1st May 1985 or 1st September 1985.
SCALE 2: ENGLISH – RESPONSIBILITY WITHIN THE DEPARTMENT PRINCIPALLY FOR DRAMA

UP HOLLAND COUNTY HIGH
Sandbrook Road, Orrell, Wigan. (907 on Roll: Mixed)
1st May 1985 or as soon as possible.
SCALE 2: REMEDIAL EDUCATION

ACCRINGTON MOORHEAD COUNTY HIGH
Cromwell Avenue, Accrington. (1080 on Roll)
1st May 1985.
SCALE 2: HEAD OF MUSIC

PENWORTHAM GIRLS' HIGH
Cop Lane, Penwortham, Preston. (744 on Roll inc. 127 sixth form)
As soon as possible.
SCALE 1: ENGLISH AND DRAMA

ORMSKIRK GRAMMAR (CONTROLLED)
Ruff Lane, Ormskirk. (1080 on Roll).
September 1985 (earlier if possible)
TWO POSTS
1. SCALE 1: PHYSICS TO 'O' AND POSSIBLE 'A' LEVEL
2. SCALE 1: MATHS TO 'O' AND PREFERABLY 'A' LEVEL

ACCRINGTON MOORHEAD COUNTY HIGH
Cromwell Avenue, Accrington (1060 on Roll)
1st May 1985 or as soon as possible.
SCALE 1: MUSIC (PREVIOUS APPLICATIONS WILL BE RETAINED UNDER CONSIDERATION)

Re-Advertisement
BURNLEY IVY BANK HIGH
Byron Street, Burnley. (986 on Roll: Co-ed 11-16)
19th August or 1st September 1985
SCALE 1: GIRLS P.E./MUSIC (6342)

LEEDS CITY COUNCIL DEPARTMENT OF EDUCATION
Unless otherwise stated:
Closing date for receipt of application is 25th February 1985.
Application by letter should be made to the head teacher of the school concerned, giving full details and the names of two referees.
The post reference number should be quoted on all correspondence.
Applications requiring acknowledgement and requests for forms and/or details must be accompanied by a stamped, addressed envelope.
Leeds is an equal opportunity employer.

HIGH/SECONDARY SCHOOLS
SCALE 1 POSTS

NW146 AIREBOROUGH GRAMMAR SCHOOL
New Road, Yeadon LS19 7HP Tel No: 503897
Head Teacher: Mrs E M Sanderson BA MA (No on roll: 844: 11-18 years).
Required for September, teacher of Mathematics and Computer Studies capable of teaching throughout age and ability range to 'O' level. Possibility of some Advanced level work in Mathematics for suitable applicant. Information from Head Teacher.

W149 THE BENJAMIN GOTT HIGH SCHOOL
Lashane Avenue, LS12 2RE Tel No: 752690
Head Teacher: Mr G E Stanley BA (No on roll: 480: 13-18 years)
Required for Easter, teacher of CDT to join forward-looking department. Details from Head Teacher.

NW148 BENTON PARK SCHOOL
Harrogate Road, Rawdon, LS19 6LY Tel No: 502330
Head Teacher: Mr J R G Smith BA Dip.Ed., DEM (No on roll: 1160: 11-18 years)
Required for Easter/September, well qualified teacher of Mathematics to join strong department of eight specialists. 'A' level work for suitable candidate. Details from Head Teacher.

E149 MOUNT ST. MARYS R/C HIGH SCHOOL
Church Road, LS9 8LA Tel No: 493248
Head Teacher: Mr D Conroy (No on roll: 650: 13-18 years)
Required for Easter, teacher of Chemistry, able to teach to all levels. (10778)

SECONDARY MATHS
continued

SURREY
EDUCATION COMMITTEE
HOWARD OF EFFINGHAM SCHOOL
Lower Road, Effingham KT24 5JR
(12 - 18 Mixed Comprehensive, N.O.R. 1040, 186 in 6th form)
Required for September 1985, teacher of MATHEMATICS (SCALE 1) to 'O' level and CSE. Temporary post with sound possibility of permanency and 'A' level work.
Apply by letter and CV to Headmaster. (33274) 133422

WARWICKSHIRE
POLESWORTH SCHOOL
Dordon Road, Dordon, Tamworth, Staffs. B78 1QT
Required as soon as possible a Mathematics teacher to take responsibility for classes up to 'O' level standard. This is a temporary post due to a protracted period of absence through illness of the postholder. There is a possibility that the situation may become permanent at some future date.
Apply to the Head at the school enclosing s.a.e. (34573) 133422

WORCESTERSHIRE
MALVERN GIRLS' COLLEGE
Worcestershire
Independent Boarding School for 350 girls with a Sixth Form of 100
MATHEMATICS
Well qualified graduate Mathematician required for September 1985 to join a department of six. The school follows modern syllabuses and applicants must be prepared to teach throughout the Burnham Scale.
Applications to the Headmistress with copies of testimonials, if available, and the names and addresses of two referees. (30576) 133422

Modern Languages

Heads of Department

DEVON
Please see displayed advertisement on Page 52. (00088) 135618

Scale 2 Posts and above

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
HAYWOOD MANOR SCHOOL
Required from 1st September 1985, an experienced and proven teacher of Modern Languages to take responsibility for the organisation, administration and co-ordination of the Modern Languages Department in the Faculty of Communications. Scale 3.
Currently the Department offers courses in French and Urdu in Years 3, 4, 5 and 6, and in German and European Studies in Years 3, 4 and 5. The school is ideally looking for candidates who are enthusiasm and dedication. One of the languages should be German and the necessary management skills to lead and develop this important Department.
The successful candidate will be expected to fully participate in the school's guidance and homework programmes. This school is committed to a multi-cultural approach to the curriculum and equality of access for all users.
Application forms and further details are available from the Headteacher, Wyke Manor Upper School, Wilson Road, Wyke, Bradford BD12 9PK and should be returned by Friday 8th March 1985.
Reference ST 13785/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates regardless of race, sex, age or disability, unless otherwise stated. (34541) 133620

DORSET
THE ROYAL MANOR SCHOOL
Portland
(11 - 16 Comprehensive; 600 on roll)
Required for September 1985 teacher of German and French, for this new co-educational comprehensive school. Scale 2 post available for experienced teacher able to assume responsibility for foreign languages.
Application Office, forms and further details (see please) available from the Head, Royal County Secondary School, Weston Road, Portland, Dorset DT5 1HS. (34498) 133620

NORTHAMPTONSHIRE
WESTON FAVELL UPPER SCHOOL
Booth Close, Weston Favell, Northampton NN3 3EZ

SECOND IN MODERN LANGUAGES
DEPARTMENT (SCALE 3)
Required for September 1985, at this large co-educational comprehensive 11 - 18 upper school of 1,200 pupils in the age range 13 - 18) a teacher of FRENCH and GERMAN, capable of teaching both languages to Advanced Level. The successful applicant will be asked to take on specific responsibility for the Modern Languages French Studies Syllabus as well as assisting the Head of Department with general organisation.
Further details of the post and application forms are obtainable from the Headmaster. (SAE please). Completed application forms should be returned to the Headmaster as soon as possible. (34537) 133620

Scale 1 Posts

CUMBRIA
COUNTY COUNCIL
PARKVIEW SCHOOL
West Avenue, Barrow-in-Furness LA13 9AY
(11 - 16 mixed comprehensive, 1450 on roll)
Scale 1 Teacher of Modern Languages required for 1st September 1985. Ability to teach German throughout the school is essential.
Further details and application forms from the Head (see please) to whom completed forms should be returned by 1st March 1985. (34610) 133622

ESSEX
ILFORD URSULINE HIGH SCHOOL
Cranbrook Road, Ilford, Essex IG1 4DB
Tel: 01-554 1995
Head: Miss P. Dixon, B.A.
Required from September 1985 a qualified teacher of French to teach throughout the 11 - 18 three form entry (independent girls' grammar school owned by the Congregation of the Roman Union.
Please apply by letter to the Head at the school giving details of age, education, qualifications, experience (if any) and the names, addresses and telephone numbers of two referees.
Closing date 1st March 1985. (33781) 133622

HERTFORDSHIRE
WATFORD BOYS GRAMMAR SCHOOL
Rickmansworth Road, Watford
Required April for one term only, well-qualified part time teacher of French and Spanish, possibly full time of both for work in years of the school.
Apply to Headmaster giving full details of qualifications and experience together with the names of two referees. (34698) 133622

ISLE OF MAN
BOARD OF EDUCATION
ST. NINIAN'S HIGH SCHOOL
(Co-educational Comprehensive 11 - 18, 8 Form Entry)
Required for September 1985, Teacher of French and German. Scale 1, to teach throughout the school. Teacher of French in charge of French throughout the school.
Application forms and further details can be obtained from the Headmaster, St. Ninian's High School, Douglas, Isle of Man (0624 - 26607) to whom completed forms should be returned by Friday, 8th February, 1985. (34065) 133622

NEWHAM
LONDON BOROUGH OF NEWHAM
LITTLE ILFORD SCHOOL
Browning Road, London E12 6SP
Head Teacher: Mr S.J. Farr
Number on roll 1100 (110 Sixth Form)
MODERN LANGUAGES
Scale 1
Required April 1985, Teacher of French with some German and an interest in Language Awareness required to join an enthusiastic team in the Modern Languages Department in this multi-cultural comprehensive school. Visits welcomed by arrangement.
London Allowance £1,038 plus Social Priority Allowance.
Application forms (s.a.e. please), available from the Head Teacher to whom completed forms should be returned by 26th February 1985.
DIRECTOR OF EDUCATION, Education Offices, 375/383 High Street, Stratford, E15 2RD.
An Equal Opportunity Employer. (34432) 133622

HAMPSHIRE
BOURNE SCHOOL
Longmoor Road, Liphook
11-16 Comp Mixed.
French, and preferably German temporary to cover a maternity leave.
Letter of application with full curriculum vitae, two references and S.A.E. to Headteacher. (34753) 133622

LIVERPOOL
EDUCATION COMMITTEE
ASSISTANT FOR FRENCH WITH SPANISH Scale 1
ARCHBISHOP BECK R.C. HIGH SCHOOL (MIXED)
Cedar Road, Liverpool L9 9AF
Required for September 1985. Both languages are now established in the school.
Application form available (SAE) from the Teacher. Please quote ref. no. P & M 60(b). To be returned by 25 February 1985.
The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (34822) 133622

LONDON
LATYMER UPPER SCHOOL
King Street, London W6 9LR
(Independent, HMC, 1000 boys)
Required for September a teacher to teach FRENCH at all levels and GERMAN to 'O' Level. Salary and allowances on Scale appropriate to person appointed plus London Allowance. Further accommodation might be available during term time.
Applications, together with full curriculum vitae and the names of two referees to: The Headmaster, Latymer Upper School, King Street, London W6 9LR. (34655) 133622

LONDON
ST. PAUL'S SCHOOL
Lonsdale Road, London W6
A good Honours graduate to take responsibility for the teaching of German throughout to 'A' level standard. Subsidiary teaching of French. The post is suitable for an experienced teacher keen to extend the teaching of German.
The School has a large and enthusiastic languages department and is equipped with a modern Language Laboratory and other audio visual facilities.
Further details may be obtained from The High Master, which must be in writing and accompanied by a curriculum vitae and the names of two referees, should be marked 'For the attention of The Personal Secretary'. (3261) 133622

LIVERPOOL
EDUCATION COMMITTEE
ASSISTANT FOR FRENCH WITH SPANISH Scale 1
ARCHBISHOP BECK R.C. HIGH SCHOOL (MIXED)
Cedar Road, Liverpool L9 9AF
Required for September 1985. Both languages are now established in the school.
Application form available (SAE) from the Teacher. Please quote ref. no. P & M 60(b). To be returned by 25 February 1985.
The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (34822) 133622

LONDON
LATYMER UPPER SCHOOL
King Street, London W6 9LR
(Independent, HMC, 1000 boys)
Required for September a teacher to teach FRENCH at all levels and GERMAN to 'O' Level. Salary and allowances on Scale appropriate to person appointed plus London Allowance. Further accommodation might be available during term time.
Applications, together with full curriculum vitae and the names of two referees to: The Headmaster, Latymer Upper School, King Street, London W6 9LR. (34655) 133622

NORTHAMPTONSHIRE
MONTSAVE SCHOOL
Greening Road, Rothwell, Kettering, Northants NN14 6BB
Montsaye is an 11 - 18 comprehensive (1250 on roll, 270 in sixth form) serving a rural catchment area
Required for September 1985 a well-qualified and enthusiastic Scale 1 teacher of French to join a flourishing department. The two languages alternate as the first language and the second. Foreign language is introduced in year 7 and courses are well established at 'O' Level, and there is also a 'A' Level course in the North-amptonshire Grades Test Scheme.
There is a large language laboratory and the school has established exchanges with schools in France and Germany.
Further details and application forms (SAE please) from the Headmaster at the school. (34555) 133622

'All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.'

Music

Heads of Department

GLOUCESTERSHIRE
COUNTY COUNCIL
See advertisement under Secondary Heads of Department - English. (05962) 133618

NORFOLK
CLIFF PARK HIGH SCHOOL
Kennedy Avenue, Gorleston on Sea, Great Yarmouth NR31 6TA
(11 - 16 mixed, N.O.R. 585)
SCALE 3
HEAD OF MUSIC
Required for April 1985, good facilities, well established activities and a keen interest in teaching.
Apply by letter to the headteacher, enclosing the names of two referees. For details phone 0493 661504. 133818

HAMPSHIRE
HARDLEY COMPREHENSIVE SCHOOL
Long Lane, Fawley, Nr. Southampton
(N.O.R. 985 Approx.
SCALE 3 ILLUSTRATED
DEPARTMENT OF MUSIC
Required for September 1985, S.A.E.(F) to Headteacher for details. (16492) 133618

Scale 2 Posts and above

BRENT
LONDON BOROUGH OF BRENT
JOHN KELLY BOYS' HIGH SCHOOL
Cross Road, NW2
(Roll 1,289 - Social Priority 2)
TEACHER RESPONSIBLE FOR MUSIC (Scale 3)
Required from September 1985. An experienced and versatile teacher to be responsible for Music in the boys' school.
It is desirable that the person appointed has had successful experience in a school serving a multi-ethnic community. A musician with qualifications for a suitably qualified teacher of Music and Drama. There is currently a flourishing learning programme with instrumentals provided by the Borough's peripatetic Instrumental Teaching Service. Time is available in this school for participation in the London Allowances Scheme of £1,038 per annum (payable to Inner London Education Authority Employees).
Brent is committed to fundamentally to multi-cultural education.
Application forms (SAE) obtainable from the Headteacher returnable within 10 days. (34668) 133618

WILTSHIRE
THE JOHN OF GAUNT SCHOOL
Wingfield Road, Trowbridge, Wiltshire
1300 pupils 11 - 18 mixed comprehensive school (300 in Sixth Form)
Headmaster K.D. Berry, J.P., B.A., F.R.S.A.

TEACHER OF SPANISH/FRENCH - Temporary Post Scale 1/3
Required for April 1985, a suitably qualified teacher of Spanish and French for one year's temporary appointment which will last for the Summer Term only. The successful candidate will have a lively, forward-looking approach and will be expected to teach across the full 11 - 18 age and ability range and to examination level.
Application form and further details from the Headmaster. Closing date Friday, 1st March 1985. Please send LARGE, stamped addressed envelope. (34128) 133622

Scale 1 Posts

BUCKINGHAMSHIRE
MILTON KEYNES
An Equal Opportunity Employer
Required for April, 1985
MUSIC TEACHER SCALE 1 (plus Outer London Allowance) required in this comprehensive school for pupils aged 13 - 18 years (1854 on roll) to teach throughout the school. A lively, well organised department and assist with extra-curricular activities.
Ref. P76/200
WARWICK BOYS' SCHOOL
Barrett Road, London E17
Head: Mr C. Ruff
Required for April or as soon as possible.
MUSIC TEACHER, Scale 1 (plus Outer London Allowance) required in this comprehensive school for boys aged 11 - 14 years (460 on roll). To be in charge of Music throughout the school (3 years) and to form links with the Drama Department.
Ref. P93/87.
For either above post send letter of application, CV and names and addresses of two referees and 'A' to the Head at the School concerned. (33984) 133622

KNOWSLEY
BROOKFIELD COMPREHENSIVE
Bracknell Avenue, Southdene, Kirkby, Merseyside L32 8RP
(1,000 boys and girls aged 11 - 18 SPA payable)
Required for Summer Term 1985 SCALE 1 Music Assistant to assist with Head of Music. Interest in drama with string an advantage.
Applications by letter with full C.V. and names of two referees to the Headteacher at the school by 28 February 1985. (34598) 133622

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
LONGBENTON HIGH SCHOOL
Benton Avenue, Longbenton, Newcastle upon Tyne NE12 8ER
Required for 1st September 1985.
Scale 1 TEACHER of MUSIC to C.S.E., 'O' and 'A' Level. Commitment to whole age and ability range and to assist Head of Music in development of Music throughout and choral work essential.
Co-education forms are available on receipt of a s.a.e. from the Headteacher to whom they should be returned by 6th March 1985.
It is the policy of the Council to provide equal employment opportunities and consideration will be given to suitably experienced and qualified persons irrespective of sex, race or marital status. (34605) 133622

SOUTH TYNESIDE
BOROUGH OF SOUTH TYNESIDE
EDUCATION DEPARTMENT
ASSISTANT TEACHER OF MUSIC (SCALE 1)
SECONDARY SCHOOLS
Required as soon as possible a suitably qualified teacher for the above-mentioned post to undertake work up to C.S.E./G.C.E. standard on a part-time or full-time basis.
Applications by letter in the first instance, should be addressed to the Director of Education, Town Hall, Jarrow, Tyne and Wear NE32 3LE, to be received as soon as possible. (34406) 133622

Scale 2 Posts and above

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
PERIPATETIC MUSIC SERVICE
Required as soon as possible a part-time teacher of Music (0.5 days per week) to join a specialist team of instrumental teachers and should have a degree or diploma in music. Teaching experience from a recognised College of Music or University degree with emphasis on the practical aspects of music.
Duties will include teaching beginners, as well as 16 - 18 age range up to advanced level. Applicants should have a diploma in teaching ability, and/or equivalent experience.
Application forms available from the Divisional Education Office, Hoyle Avenue, Prospect Street, Hull (SAE please) should be returned by 1st March, 1985. (34807) 133622

ISLE OF MAN
BOARD OF EDUCATION
ST. NINIAN'S HIGH SCHOOL
(Co-educational Comprehensive 11 - 18, 8 Form Entry)
Required for September 1985, Teacher of Music. Scale 1, to teach throughout the school. To offer instrumental and extra curricular activities.
Application forms and further details can be obtained from the Headmaster, St. Ninian's High School, Douglas, Isle of Man (0624 - 29601), to whom completed forms should be returned by 25th February, 1985. (34656) 133622

DORSET
THE VALE VALLEY SCHOOL
Weymouth
(11 - 18 Comprehensive, 1050 on roll)
Required for September 1985 a teacher of Music with responsibility for the Head-teacher's duties. The ability to teach music as a class subject with an advantage as the school has a flourishing Drama department. Ability to co-ordinate and support school productions.
Post suitable for 1st appointment.
Application forms and further details from the Head-teacher, T.D. Norman, The County Secondary School, Dorchester Road, Weymouth, Dorset DT5 2AN. (34500) 133622

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL DIVISION
PERIPATETIC MUSIC SERVICE
Required as soon as possible a part-time teacher of Music (0.5 days per week) to join a specialist team of instrumental teachers and should have a degree or diploma in music. Teaching experience from a recognised College of Music or University degree with emphasis on the practical aspects of music.
Duties will include teaching beginners, as well as 16 - 18 age range up to advanced level. Applicants should have a diploma in teaching ability, and/or equivalent experience.
Application forms available from the Divisional Education Office, Hoyle Avenue, Prospect Street, Hull (SAE please) should be returned by 1st March, 1985. (34807) 133622

ISLE OF MAN
BOARD OF EDUCATION
ST. NINIAN'S HIGH SCHOOL
(Co-educational Comprehensive 11 - 18, 8 Form Entry)
Required for September 1985, Teacher of Music. Scale 1, to teach throughout the school. To offer instrumental and extra curricular activities.
Application forms and further details can be obtained from the Headmaster, St. Ninian's High School, Douglas, Isle of Man (0624 - 29601), to whom completed forms should be returned by 25th February, 1985. (34656) 133622

ADVISORY TEACHER
Scale 4
Records of Achievement
Required for September 1985, an Advisory Teacher to work on examination and assessment procedures in connection with the LEA's records of achievement project, which has been accepted under the D.E.S. Education Support Grant Scheme and is of three years' duration. The successful applicant will work under the direction of the Project Director and have close contact with the Examination Boards that are associated with the project. This will be a permanent appointment to the Authority's teaching staff and a suitable post will be found for the successful applicant at the end of the project.
Removal and disturbance allowance scheme in operation.
Please send large s.a.e. for form and details to County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex, CM1 1LD.
Closing date: 1st March, 1985.
ESSEX
County Council

Scale 2 Posts and above

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
CHINGFORD HIGH SCHOOL
Wellington Avenue, London E4
Head: Mr G. Kitson
Required for April.
MUSIC TEACHER SCALE 1 (plus Outer London Allowance) required in this comprehensive school for pupils aged 11 - 18 years (854 on roll) to teach throughout the school. A lively, well organised department and assist with extra-curricular activities.
Ref. P76/200
WARWICK BOYS' SCHOOL
Barrett Road, London E17
Head: Mr C. Ruff
Required for April or as soon as possible.
MUSIC TEACHER, Scale 1 (plus Outer London Allowance) required in this comprehensive school for boys aged 11 - 14 years (460 on roll). To be in charge of Music throughout the school (3 years) and to form links with the Drama Department.
Ref. P93/87.
For either above post send letter of application, CV and names and addresses of two referees and 'A' to the Head at the School concerned. (33984) 133622

Pastoral

Heads of Department

HAMPSHIRE
SOUTHLANDS SCHOOL
See advertisement advert under Special Education! (32776) 134018

Physical Education

Heads of Department

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
BUTTERSHAW UPPER SCHOOL
(11 - 16 Comp entry, 13 - 18 co-educational comprehensive school with 1600 pupils on roll)
Required for September 1985 a suitably qualified and experienced teacher as Head of Girls' Physical Education, Scale III. The post offers an interesting challenge in terms of curriculum development in a school which has good physical education facilities including extensive on site playing fields, two gymnasia, a hall and a swimming pool.
Application forms and further details can be obtained from Miss Mellor (see) Buttershaw Upper School, Reevy Road West, Bradford BD6 3PX to whom completed forms should be returned by 1 March 1985.
References ST 2665/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, creed, disability, unless otherwise stated. (34543) 134018

Scale 2 Posts and above

HERTFORDSHIRE
TOWNSEND CHURCH OF ENGLAND SCHOOL
High Oaks, St Albans, Herts. AL4 0QG
Required for Easter - well qualified and experienced teacher to be responsible for boys' activities and to work in the Inglas with the girls' department. The School offers good facilities including an indoor pool and has a thriving and very active department. This is an excellent opportunity for the committed physical education teacher.
Letters of application, no forms, giving curriculum vitae and names and addresses of two referees should be sent to the Head (Miss P.M. Legerton, B.Sc., at the School as soon as possible. See please. (33275) 134220

OXFORDSHIRE
COUNTY COUNCIL
LORD WILLIAMS'S GRAMMAR SCHOOL
Oxford Road, Thame OX9 2AQ
(11 - 18 mixed comprehensive; 1,850 in three federal schools; 300 in Sixth Form)
Required for September, 1985 a teacher to be Head of GIRLS' PHYSICAL EDUCATION AND GAMES (Scale 3), within a lively faculty of nine staff there is a full Girls P.E. programme with the main emphasis on Dance, Gymnastics, Hockey, Netball and Tennis. There is a Sports and Arts Centre on Site.
Further details available from the Principal. Apply by letter, including a curriculum vitae and names of two Referees, within two weeks from the appearance of this advertisement. S.A.E. (34445) 134220

Scale 1 Posts

BARNET
LONDON BOROUGH
EAST BARNET SCHOOL
Holders Hill Road, Hendon NW4 1NA
Tel: 01-203 1411
Co-educational Roll 875.
Sixth Form 155
Required April, 1985, re-sourced but well-qualified teacher of PHYSICAL EDUCATION Scale 1, on the girls' site. Ability to teach Mathematics or History in the Lower School an advantage. School offers exceptionally pleasant and rewarding environment.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher, 5-4 Page Street, NW7, with full c.v. and names of two referees.
S.A.E.
Director of Educational Services. (34232) 134222

BEDFORDSHIRE
SOUTHERN AREA
CRANFIELD MIDDLE SCHOOL
Ridgy Lane, Luton, Beds.
Headmaster: Mr A.R. Hagas, B.A.
Required for September 1985, a teacher of Boys' Physical Education, Scale 1, with a commitment to a range of games including Basketball. Swimming would also be their subsidiary subject.
Application forms and further particulars obtainable from and returnable to the Headmaster at the School s.a.e. please. (34630) 134224

EAST SUSSEX
BEXHILL HIGH SCHOOL
Town Road, Bexhill-on-Sea TN39 4HT
Comprehensive mixed, 11 - 16, Roll 1,457
Required from September, Teacher of Physical Education (Scale 1). Capable of taking all the traditional activities but with a special interest in Dance and Netball. Applications would be welcome from new entrants to the profession.
Relocation grants available in approved cases.
Application forms (see please) from and returnable to the Head Teacher. (34808) 134222

ESSEX
HEDLEY WALTER SCHOOL
Sawyers Hall Lane, Brentwood CM15 9DA
Brentwood 220808
(Roll 885)
FULL-TIME TEMPORARY TEACHER OF BOYS P.E., Scale 1
Required April, 1985, one term only, with an interest and ability to help in the Sports Trade Department.
Applications direct to the Headteacher (foolscap s.a.e. please). (33948) 134222

GLOUCESTERSHIRE
COUNTY COUNCIL
(An Equal Opportunities Employer)
NEWENT SCHOOL
This 11 to 18 comprehensive school will have a vacancy from 16th April (or the first instance) for a Scale 1 P.E. specialist to join a fully committed department which has especially good facilities. Interest in cricket a particular advantage.
Letter of application (no forms) stating second teaching subject to the Headmaster within 14 days of the appearance of this advertisement. (34713) 134222

Scale 2 Posts and above

HERTFORDSHIRE
TOWNSEND CHURCH OF ENGLAND SCHOOL
High Oaks, St Albans, Herts.
Required for Easter - well qualified and experienced teacher to be responsible for boys' activities and to work in the Inglas with the girls' department. The School offers good facilities including an indoor pool and has a thriving and very active department. This is an excellent opportunity for the committed physical education teacher.
Letters of application, no forms, giving curriculum vitae and names and addresses of two referees should be sent to the Head (Miss P.M. Legerton, B.Sc., at the School as soon as possible. See please. (33275) 134220

OXFORDSHIRE
COUNTY COUNCIL
LORD WILLIAMS'S GRAMMAR SCHOOL
Oxford Road, Thame OX9 2AQ
(11 - 18 mixed comprehensive; 1,850 in three federal schools; 300 in Sixth Form)
Required for September, 1985 a teacher to be Head of GIRLS' PHYSICAL EDUCATION AND GAMES (Scale 3), within a lively faculty of nine staff there is a full Girls P.E. programme with the main emphasis on Dance, Gymnastics, Hockey, Netball and Tennis. There is a Sports and Arts Centre on Site.
Further details available from the Principal. Apply by letter, including a curriculum vitae and names of two Referees, within two weeks from the appearance of this advertisement. S.A.E. (34445) 134220

Scale 1 Posts

BARNET
LONDON BOROUGH
EAST BARNET SCHOOL
Holders Hill Road, Hendon NW4 1NA
Tel: 01-203 1411
Co-educational Roll 875.
Sixth Form 155
Required April, 1985, re-sourced but well-qualified teacher of PHYSICAL EDUCATION Scale 1, on the girls' site. Ability to teach Mathematics or History in the Lower School an advantage. School offers exceptionally pleasant and rewarding environment.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher, 5-4 Page Street, NW7, with full c.v. and names of two referees.
S.A.E.
Director of Educational Services. (34232) 134222

BEDFORDSHIRE
SOUTHERN AREA
CRANFIELD MIDDLE SCHOOL
Ridgy Lane, Luton, Beds.
Headmaster: Mr A.R. Hagas, B.A.
Required for September 1985, a teacher of Boys' Physical Education, Scale 1, with a commitment to a range of games including Basketball. Swimming would also be their subsidiary subject.
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EAST SUSSEX
BEXHILL HIGH SCHOOL
Town Road, Bexhill-on-Sea TN39 4HT
Comprehensive mixed, 11 - 16, Roll 1,457
Required from September, Teacher of Physical Education (Scale 1). Capable of taking all the traditional activities but with a special interest in Dance and Netball. Applications would be welcome from new entrants to the profession.
Relocation grants available in approved cases.
Application forms (see please) from and returnable to the Head Teacher. (34808) 134222

ESSEX
HEDLEY WALTER SCHOOL
Sawyers Hall Lane, Brentwood CM15 9DA
Brentwood 220808
(Roll 885)
FULL-TIME TEMPORARY TEACHER OF BOYS P.E., Scale 1
Required April, 1985, one term only, with an interest and ability to help in the Sports Trade Department.
Applications direct to the Headteacher (foolscap s.a.e. please). (33948) 134222

GLOUCESTERSHIRE
COUNTY COUNCIL
(An Equal Opportunities Employer)
NEWENT SCHOOL
This 11 to 18 comprehensive school will have a vacancy from 16th April (or the first instance) for a Scale 1 P.E. specialist to join a fully committed department which has especially good facilities. Interest in cricket a particular advantage.
Letter of application (no forms) stating second teaching subject to the Headmaster within 14 days of the appearance of this advertisement. (34713) 134222

Required for 1st September, 1985

Bassaleg Comprehensive School (11-18)
COMPUTER STUDIES. CSE and 'O' Level and to assist with Mathematics.
Scale 2 for suitable candidate.

Blackwood Comprehensive School (11-16)
COMPUTER SCIENCE. The successful candidate will be expected to teach some Mathematics in addition to a specialised commitment in Computer Science to 'O' level.

Ebbw Vale Comprehensive School (14-18)
PHYSICS. To CSE and 'O' level and to assist with some 'A' level work.

Fairwater Comprehensive School, Cwmbran. (11-18)
SCIENCE. Graduate to teach Science in years 1 to 3 and Physics: Electronics and General Science in years 4 and 5.

Monmouth Comprehensive School (11-18)
(a) PHYSICS/ELECTRONICS. Graduate to teach to 'A' level. Scale 2 for suitable candidate.
(b) MATHEMATICS/COMPUTER STUDIES. (2 vacancies).

Application forms and further information, where available, obtainable from the Director of Education, County Hall, Cwmbran, Gwent, NP44 2XG, on receipt of stamped addressed envelope and should be returned to the Headteachers by 4th March, 1985.

Gwent County Council (08770)

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
WARWICK BOYS' SCHOOL
Brooks Road, London E17
Head: Mr F. Lawton
Required for Summer Term only
P.E./GAMES/DANCE TEACHER, Scale 1 (plus Outer London Allowance) required in this comprehensive school for girls aged 11 - 14 years (430 on roll) with the ability and interest to play a full part in an active department with a wide range of extra-curricular activities.
Send letter of application, CV and names and addresses of two referees to the Headteacher. Ref: P93/87. (33297) 134222

Religious Education

Heads of Department

BEXLEY
LONDON BOROUGH OF BEXLEY
ST. CATHERINE'S R.C. SCHOOL FOR GIRLS
Watling Street, Bexleyheath, Kent
Tel: Crayford (0322) 55335
Voluntary Aided
Comprehensive. Roll 700.
6th Form 100
Required for Easter or September 1985 Head of R.E. Department. An experienced and enthusiastic teacher to organise and lead this large Department, which caters for pupils of all levels. Applicant will also be expected to share in the spiritual formation of pupils in a caring Christian community. Scale 2 or 4 depending on experience and qualifications.
Requests for application forms (enclosing s.a.e.) with curriculum vitae and names and addresses of two referees should be sent to the Headmistress at the School. (34548) 134418

ISLE OF MAN
BOARD OF EDUCATION
ST. NINIAN'S HIGH SCHOOL
(Co-educational Comprehensive 11 - 18, 8 Form Entry)
Required for September 1985, Teacher of Music. Scale 1, to teach throughout the school. To offer instrumental and extra curricular activities.
Application forms and further details can be obtained from the Headmaster, St. Ninian's High School, Douglas, Isle of Man (0624 - 29601), to whom completed forms should be returned by 25th February, 1985. (34656) 133622

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
UPBURY MANOR SCHOOL
Group 12 - Roll 1150
Applications are invited for a temporary post to teach Girls' Physical Education from 4th March until 31st August, 1985.
Application form and further details available from Mr. J.C. Keyworth, Headmaster, Upbury Manor School, Upbury Road, Gillingham, Kent (0634) 51294.

MAIDSTONE DIVISION
SENACRE SCHOOL
Sutton Road, Maidstone ME15 9QT
Temporary teacher for Boys' PE required s.a.e.p. Interest in outdoor education desirable. Enquiries to Head Teacher, Tel.: Maidstone (0622) 62198. (34731) 134222

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

LIVERPOOL
EDUCATION COMMITTEE
ARCHBISHOP BECK R.C. HIGH SCHOOL (MIXED)
Cedar Road, Liverpool L9 9AF

ASSISTANT FOR P.E. (0.15/61 Scale 1
Required for September, 1985. To assist in the development of this vital department throughout the school.
Application form available (SAE) from the Headteacher. Please quote ref. no. P & M 62(b). To be returned by 25 February, 1985.
The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (34417) 134222

LONDON
LATYMER UPPER SCHOOL
King Street, London W6 9LR
(Independent, HMC, 1000 boys)
Wanted for September a specialist to teach Physical Education and Games. The Principal games are Rugby Association Football, Cricket, Soccer and Swimming. Salary burnham on scale appropriate to experience plus London Allowance. Boarding accommodation might be available during term time.
Applications, together with full curriculum vitae and names of two referees, to the Headmaster, Latymer Upper School, King Street, London W6 9LR. (34657) 134222

NORFOLK
CHARLES BURRELL HIGH SCHOOL
Stenfforth Road, Thetford IP24 3HP
Scale 1 Teacher of Girls P.E. required for Easter or September, 1985.
Letters of application, giving full details of qualifications and experience, together with the names of two referees should be addressed to the Headteacher as soon as possible. (34460) 134222

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
WARWICK BOYS' HIGH SCHOOL
Brooks Road, London E17
Head: Mr F. Lawton
Required for Summer Term only
P.E./GAMES/DANCE TEACHER, Scale 1 (plus Outer London Allowance) required in this comprehensive school for girls aged 11 - 14 years (430 on roll) with the ability and interest to play a full part in an active department with a wide range of extra-curricular activities.
Send letter of application, CV and names and addresses of two referees to the Headteacher. Ref: P93/87. (33297) 134222

ISLE OF MAN
BOARD OF EDUCATION
ST. NINIAN'S HIGH SCHOOL
(Co-educational Comprehensive 11 - 18, 8 Form Entry)
Required for September 1985, Teacher of Music. Scale 1, to teach throughout the school. To offer instrumental and extra curricular activities.
Application forms and further details can be obtained from the Headmaster, St. Ninian's High School, Douglas, Isle of Man (0624 - 29601), to whom completed forms should be returned by 25th February, 1985. (34656) 133622

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
COOMBE GIRLS' SCHOOL
Clarence Avenue, New Malden, Surrey KT3 3TU
Tel: 01-942 5678
No. on Roll 920 including 100 in Sixth Form
Required for September 1985.
HEAD OF RELIGIOUS EDUCATION SCALE 3.
Required to lead and teach throughout the school leading to 'A' level and the Sixth Form.
The post offers the opportunity to develop the individual subject and to play a major part in a wider programme of personal and social development.
The school is developing a structural pastoral programme and all staff are members of a tutorial team.
Applicants should be prepared to teach boys as well as girls at sixth form level, to participate in a Sixth Form General Studies programme and to combined academic work of some involvement in extra curricular activities.
London Allowance £678.
Application form s.a.e. further details obtainable from the Administrator to whom completed application forms should be returned by 1st March, 1985. (34738) 134418

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

HEADTEACHERS
Primary
Torquay, Preston C P School, Paignton Road, Livermead, Torquay TQ2 6UY, (Roll 311)
Headteacher, Group 5 (£12,042-£13,317)
Required September 1985. Application forms and full details are available from (see required) Area Education Officer, Oldway, Paignton TQ3 2TE.
Closing date 1 March 1985.

Keyham Barton R C (Aided) Primary School, Renown Street, Keyham, Plymouth PL2 2DE (Roll 240)
Headteacher, Group 4 (£11,112-£12,384)
Required September 1985. Applicants must be practising Roman Catholics. Application forms and further details (see required) from Area Education Officer, Civic Centre, Plymouth PL1 2EW. Returnable to Reverend Father J Kinane, Clerk to the Governors, The Presbytery, Ocean Street, Keyham, Plymouth.
Closing date 1 March 1985.

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DEPUTY HEADTEACHERS
Secondary
Exeter, The Priory (12-18 Years Comprehensive) High School, Earl Richards Road South, Exeter. (Roll 720)
Second Master/Mistress, Group 10
Required September 1985, a teacher of wide experience and proven ability is sought to join the senior management team which is responsible for major decisions concerning all aspects of the philosophy and policy of the school. Applicants must have patience and understanding and be able to deal sympathetically with a variety of pastoral problems.
Closing date 1 March 1985.

* * * *

SCALE POSTS
Secondary
Newton Abbot, Knowles Hill School, Exeter Road, Newton Abbot, TQ12 2NF (Roll 1202)
Scale 3 – Head of French
Required September 1985, a lively honours graduate with good organising ability, to lead an important department. A full range of A level, O level and CSE exams in undertaken and exchanges with French schools are well established. The previous post holder has left on promotion.
Closing date 1 March 1985.

Lipson School, Bernice Terrace, Plymouth PL4 7PG (Roll 250 – rising to 1000 in September 1985)
This is a new purpose built comprehensive school which will eventually include the 11-18 age range
Scale 3 – Teacher in Charge of Home Economics
Required September 1985, a well qualified, experienced and creative teacher to teach and develop the subject within the science and technology department. Special emphasis will be place on food and nutrition.
Closing date 1 March 1985.

* * * *

SCALE POSTS
Special
Pathfield School, Abbey Road, Pilton, Barnstaple, EX31 1JU. (Roll 51)
(i) SCALE 1 + special schools allowance
Required April or September 1985 a teacher for pupils with severe learning difficulties able to handle those who also have Physical handicaps.
(ii) SCALE 1 + special schools allowance
Required April or September 1985 a teacher for pupils aged 12-14 with severe learning difficulties.
Closing date 1 March 1985.
(33341)

DEVON

SECONDARY RELIGIOUS EDUCATION

continued

NORTH TYNESIDE

METROPOLITAN BOROUGH OF NORTH TYNESIDE EDUCATION COMMITTEE BURNSIDE HIGH SCHOOL Bond Road, Wallsend NE28 7AF

Required for 1st September 1985.

Scale 2 HEAD of RELIGIOUS EDUCATION for the 13 - 18 Comprehensive High School.

Application forms and further details are available on receipt of a s.a.e. from the Headteacher to whom they should be returned as soon as possible.

It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status. (34605) 134418

Scale 2 Posts and above

ENFIELD

LONDON BOROUGH OF ENFIELD
AMBRIDGE FLEMING SCHOOL
The Ride, Enfield, Middx. EN3 7DS
Roll: 817
Required from April, 1985 for one term only, a temporary teacher of Religious Education, Scale 1.

For further information please refer Secondary Religious Education, Scale 1 posts. (34326) 134420

OXFORDSHIRE
COUNTY COUNCIL

BURFORD SCHOOL AND COMMUNITY COLLEGE
Sheep Street, Burford, Oxford OX8 4PL

(Roll 1150)

Required for April, 1985 a teacher in charge of Religious Education (Scale 2) at this large Comprehensive co-educational school. The subject is currently being reorganised with revision of the total curriculum and opportunities exist to consolidate and develop work. This post could be combined with that of a supervisory member of staff in the Boarding House (110 boys and girls).

Applications by letter enclosing curriculum vitae and names of two referees to the Headteacher, s.a.e. please. (34285) 134420

ilea

Inner London Education Authority

Qualified teachers are invited to apply for the following posts. Application forms and further details are available from the Head of the school unless indicated otherwise. Visits to schools by appointment are welcomed.

Inner London Area Payment (£1038 p.a.) is made in addition to the appropriate Burnham Salary scale.

A denotes post suitable for job share (paired applications only) as well as full-time applications.

A Register for pairing potential job sharers is maintained in EC1T 8AL Room 47a, County Hall, London SE1 7PB (Tel 01-633 2388)

NJS denotes post not open to job share applications.

Unless shown differently, the closing date for applications is 14 days from publication.

All secondary schools in the ILEA are organised along comprehensive lines.

ILEA is an equal opportunities employer.

SECONDARY SCHOOLS

COMPUTER STUDIES

ISLINGTON SIXTH FORM CENTRE
Ahrens Road, N7 6EX
Tel: 01-609 8101
Roll: 400
Director: Margaret Maden
Required from September 1985, a Scale 4 Co-ordinator of Computer Education to lead all and part-time teachers in the development of computer-focussed and enabled courses, both academic and prevocational; GCE 'A' and 'O' level Computer studies, BTEC and support courses are currently offered. Closing date 22nd February, 85.

DESIGN & TECHNOLOGY

CATFORD (SB)
Bellingham Road, Catford, SE6 1AB
Tel: 01-698 7294
Roll: 700
Headmaster: T. J. Boles
Required from Summer 1985, Head of Design and Technology Department Scale 4 for this well equipped and varied department currently expanding into Modular Technology. JS.

ENGLISH

ISLINGTON SIXTH FORM CENTRE
Ahrens Road, N7 6EX
Tel: 01-609 8101
Roll: 400
Director: Margaret Maden
Required from September 1985, a Scale 3 English teacher. This is a new post and requires an experienced English teacher who is able to teach effectively across a wide range of courses including GCE 'A' and 'O' level and pre-vocational Communications.

Collaborative teamwork and the development of new approaches and courses are essential features of the English department's work; particular responsibilities will be identified in relation to those of the Scale 4 Co-ordinator of English and the Scale 3 post-holder. Closing date 22nd February, 85.

ALMA (JM)
Alma Street, Bermondsey SE16 3XE
Tel: 01-237 1993
Required asap Deputy Head (Group 3) at this small, but lively school. Candidates should be prepared to lead an enthusiastic staff in all aspects of the broad-based curriculum. An interest in School Journeys may be an advantage. NJS.

PRIMARY SCHOOLS

DEPUTY HEADSHIP

ALMA (JM)
Alma Street, Bermondsey SE16 3XE
Tel: 01-237 1993
Required asap Deputy Head (Group 3) at this small, but lively school. Candidates should be prepared to lead an enthusiastic staff in all aspects of the broad-based curriculum. An interest in School Journeys may be an advantage. NJS.

ISLE OF WIGHT

CARISBROOKE HIGH SCHOOL
Mountbatten Drive, Newport, IW PO30 5QU
1100 on roll
Required for September 1985, a Scale 2 Teacher of SOCIAL AND RELIGIOUS STUDIES as second in the Faculty.

An enthusiastic and experienced teacher is sought to assist in the development of the Faculty with particular responsibility for the C.S.E. and developmental work in relation to evaluation and assessment.

Social and Religious Studies forms part of the Common Curriculum for all students and incorporates Religious Studies and Lifeskills.

Carisbrooke is a 13 - 18 comprehensive school with a mainly rural catchment area.

A resettlement allowance (maximum £1000) is available in most circumstances.

Application forms and further details are available from the Headmaster at the school (SAE please) to be returned by 28th February, 1985. (34458) 134420

Scale 1 Posts

LIVERPOOL
EDUCATION COMMITTEE

ARCHBISHOP BECK R.C. HIGH SCHOOL
Cedar Road, Liverpool L9 7AF

ASSISTANT FOR RELIGIOUS EDUCATION
Scale 1/2

Required for September, 1985. To support the head of department in the teaching of the subject and liturgy of the school and Scale 2 post is available for a suitably qualified and experienced candidate.

Application form available (SAE) from the Headteacher. Please quote ref. no. P & M 58(b). To be returned by 25th February 1985.

The City Council is an Equal Opportunity Employer and welcome applications irrespective of race, sex, marital status or disability. (34416) 134422

Science

Heads of Department

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

ALDERMAN NEWTON'S SCHOOL
Glenfield Road, Leicester

11 - 18 Comprehensive

Roll 949

HEAD OF PHYSICS
SCALE 3

Required for start at Easter. The successful candidate will be a well qualified and enthusiastic teacher with experience of 'A' level teaching, co-ordination and teaching of CSE Engineering Science courses will be required, as will a willingness to join with the full Science team in the development of an OCSE Modular Science course.

Application forms and further details on request from Head (SAE).

Apply immediately with full particulars and names and addresses of two referees to the Head. (34551) 134418

NORTHAMPTONSHIRE

WRENN SCHOOL
London Road,
Wellingborough,
Northants NN8 2DQ

Required in September 1985 in this Co-educational Comprehensive School of 1060 pupils (120 in the Sixth Form) HEAD OF SCIENCE, Scale 4. To have overall responsibility for the Science throughout the school. The department is at present served by three part-time Laboratory Assistants.

Further details and forms of application from the Headmistress (SAE please). Closing date for applications 1st March 1985. (34656) 134418

WEST SUSSEX

OATHALL SCHOOL
Appledore Gardens,
Haywards Heath, West Sussex RH16 3AQ
Mixed Comp. NOR 1100
Required September 1985, a Scale 4, Head of Science (Physics specialist). An effective teacher is sought who can lead and energise a strong department to develop a vigorous school.

Further details from Headmaster to whom applications should be returned within two weeks of this advertisement. (34558) 134618

Scale 2 Posts and above

BEXLEY

LONDON BOROUGH
BEXLEY HEATH SCHOOL
Crabbet Park, Bexleyheath, Kent DA6 7DA
Tel: 01-303 5696
Roll 1700 Mixed
Required as soon as possible a qualified teacher of Chemistry for this large, well established Comprehensive School. The successful candidate will be expected to teach the subject to 'A' level, Scale 1 post, or Scale 1/2, for a candidate with suitable experience.

Further details from the Headmaster. Please enclose foolscap s.a.e.

HERTFORDSHIRE
HEMEL HEMPSTEAD SCHOOL
Heath Lane, Hemel Hempstead, Herts.
940 mixed (160 in VIth Form)

PHYSICS teacher required for September, 1985. The successful candidate will be expected to teach at all levels up to university standard. An interest in technology would be advantageous. Prospectus and further details from the Headmaster. (33275) 134430

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
TUNBRIDGE WELLS GRAMMAR SCHOOL FOR BOYS
St. John's Road, Tunbridge Wells
(A Selective School of 733 boys, 11 - 18 plus, with 138 in the Sixth Form)
Required April or September, 1985.

Applications are invited from suitably qualified candidates for the post of Teacher of Physics, Scale 3 (successful candidate will be expected to teach the subject up to GCE 'A' level).

Letters of application giving details of qualifications and experience together with the names and addresses of two referees should be sent to the Headmaster as soon as possible. (34738) 134430

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

GUTHLAXTON COLLEGE
Station Road, Wigston Magna, Leicester.

14 - 18 Comprehensive

Roll 1444

PHYSICS SCALE 2

Required Easter to teach Physics in this Leicestershire Plan 14 - 18 Upper School and Community College.

Application forms and further details on request from Head (SAE). Applications and full particulars and addresses of two referees to the Head. (34590) 134430

SOLIHULL

EDUCATION COMMITTEE
BEARDS OF ENGLAND SCHOOL
Dicky Lane, Balsall Common, Coventry CV7 7EU
PHYSICS TEACHER, Scale 2/3
Required September/April 1985 in this 11 - 18 all ability school to teach Physics throughout this school up to 'A' level.

Apply by letter to the Headmaster specifying qualifications and experience together with names and addresses of two referees within 14 days of this advertisement. (34599) 134430

HERTFORDSHIRE
HEMEL HEMPSTEAD SCHOOL
Heath Lane, Hemel Hempstead, Herts.
940 mixed (160 in VIth Form)

PHYSICS teacher required for September, 1985. The successful candidate will be expected to teach at all levels up to university standard. An interest in technology would be advantageous. Prospectus and further details from the Headmaster. (33275) 134430

CROYDON

THE OLD PALACE SCHOOL
(Independent Day School 750 girls)
Required for September 1985, Honours Graduate to teach Physics to Oxford and Cambridge entrance level. The School has a flourishing Science Department and the post would be equally suitable for either an experienced person or well qualified graduate. An interest in Electronics would be welcome. Salary according to qualifications and experience. Could be Scale 3 for the right person.

Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon, Surrey CR0 1AX. (41432) 134820

CROYDON

THE OLD PALACE SCHOOL
(Independent Day School 750 girls)
Required for September 1985, Honours Graduate to teach Biology to Oxford and Cambridge entrance level. The school has a flourishing Biology Department and the post would be equally suitable for either an experienced person or a well qualified graduate. For an experienced person a Scale 3 could be Scale 2. For an exceptionally qualified person, there is the possibility of a Scale 4.

Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon, Surrey CR0 1AX. (41430) 134820

DORSET

THE ROYAL MANOR SCHOOL
Portland

11 - 16 Comprehensive; 600 on roll

Required for September 1985 Teacher of Physics up to 'A' level for this new co-educational comprehensive school. Scale 2 post possible for suitably experienced teacher but other candidates will be considered.

Application forms and further details (see please) available from the Head, Portland County Secondary School, Weston Road, Portland, Dorset DT5 1QG. (34497) 134820

DUDLEY
METROPOLITAN BOROUGH

KING EDWARD VI COLLEGE

See advertisement under Sixth Form and Tertiary Colleges. (34205) 134820

HERTFORDSHIRE
HEMEL HEMPSTEAD SCHOOL
Heath Lane, Hemel Hempstead, Herts.
940 mixed (160 in VIth Form)

PHYSICS teacher required for September, 1985. The successful candidate will be expected to teach at all levels up to university standard. An interest in technology would be advantageous. Prospectus and further details from the Headmaster. (33275) 134430

CROYDON

THE OLD PALACE SCHOOL
(Independent Day School 750 girls)
Required for September 1985, Honours Graduate to teach Biology to Oxford and Cambridge entrance level. The school has a flourishing Biology Department and the post would be equally suitable for either an experienced person or a well qualified graduate. For an experienced person a Scale 3 could be Scale 2. For an exceptionally qualified person, there is the possibility of a Scale 4.

Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon, Surrey CR0 1AX. (41430) 134820

DORSET

THE ROYAL MANOR SCHOOL
Portland

11 - 16 Comprehensive; 600 on roll

Required for September 1985 Teacher of Physics up to 'A' level for this new co-educational comprehensive school. Scale 2 post possible for suitably experienced teacher but other candidates will be considered.

Application forms and further details (see please) available from the Head, Portland County Secondary School, Weston Road, Portland, Dorset DT5 1QG. (34497) 134820

DUDLEY
METROPOLITAN BOROUGH

KING EDWARD VI COLLEGE

See advertisement under Sixth Form and Tertiary Colleges. (34205) 134820

LINCOLNSHIRE

ASSISTANT TEACHER

STURTON by STOW SECONDARY SCHOOL

Burnham Scale 2

NOR 475

Required as soon as possible, teacher of Physics or Chemistry to teach Science subjects throughout the school to CSE and 'O' level.

Scale 2 post available for suitably candidate.

For forms/details send SAE to the school, Sturton by Stow, Lincoln LN1 2BY. Closing date 11 March 1985. (34584) 134820

WEST SUSSEX

MILLAIN SCHOOL
Depot Road, Horsham RH13 5HH
11 - 16 (11 - 18) COMP. NOR 1136
ORGANISED BY CHIEF OFFICER
DEPUTY HEAD OF SCIENCE - Scale 4
Required for September 1985. Experienced teacher of Chemistry, to join a well established team enjoying excellent facilities. The successful candidate would take a full responsibility for the subject throughout the school and particularly for the departmental organisation and administration. Applicants should also be able to offer physics up to 'O' level and/or help in the New Technology course.

Form and details from Head, s.a.e. please. (34758) 134820

Scale 1 Posts

BEXLEY

LONDON BOROUGH
BEXLEYHEATH SCHOOL
Crabbet Park, Bexleyheath, Kent DA6 7DA
Tel: 01-303 5696
Roll 1700 Mixed
Required as soon as possible a temporary teacher of Chemistry until 31st August 1985.

Further details from the Headmaster. Please enclose foolscap s.a.e. (34718) 134822

BUCKINGHAMSHIRE
MILTON KEYNES AREA
An Equal Opportunity Employer
OUSEDALE SCHOOL
The Grove, Newport Pagnell, Bucks
Required for September 1985, a graduate teacher of Chemistry to join a successful science department of 10 specialists. Scale 1.

The successful candidate will teach pupils across the full ability range up to 'A' level. Duties will include school station at least one Science up to age 16, and many take two. The Science department offers courses in General Science for less able pupils and the successful candidate may be asked to contribute to the teaching in this area. Applications should state which elements of school Science curriculum they will be happy to contribute towards apart from Chemistry.

Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.

Application forms and further details are available from the Headteacher: Mr. Cole, B.A., on receipt of a foolscap stamped addressed envelope. (34423) 134822

DONCASTER

DANUM SCHOOL
Armthorpe Road, Doncaster DN2 5QB
Tel: (0302) 831388
11 - 18 Co-educational
Comprehensive School - 1930 on roll - Sixth Form 170
Required for September 1985 Teacher of Physics Scale 1. An interest in control technology and/or computing would be an advantage.

Further details and application forms are available from the school.

Closing date 22 February 1985. (33269) 134822

CYNGOR SIR MORGANNWG GANOL
PWYLLGOR ADDYSG
SWYDDI DYSGU

YSGOL GYFUN CWM RHYMNI

Argorwyd yr Ysgol Gyfun ddwyieithog hon yn 1981 ac fe sefydlir y Chweched Dosbarth fis Medi, 1986. Mae angen yr athrawon canlynol ar gyfer Medi 1, 1985, i addysgu plant o bob gallu ac oedran.

1. Athro/athrawes a gradd anrhydedd mewn CERDDORIAETH. cymwysedig i ddysgu'r pwno hyd at bob safon. Bydd y person a benodir yn gyfrifol am gerddorfa'r ysgol ac yn all yn ar Adran Graddfa 1 i fyfyrwr, Graddfa 2 i athro trwyddedig.

2. Athro/athrawes a gradd mewn BYWYDEG, cymwysedig i ddysgu'r pwno hwnnw yn yr Ysgol Uchaf a Gwyddoniaeth integredig yn yr Ysgol Isaf. Graddfa 1.

Dylai pob ymgeiswydd fedru siarad Cymraeg yn rhugl ac ysgrifennu'r laith yn gywir. Ceir ffurflennl oslis, I'w dychwelyd erbyn Chwefror 27, 1985, ar old derbyn amlen ffwisgap wedi'l chyfeirio at y stampio, oddi wrth y Cyfarwyddwr Addysg, Adran Addysg, Neuadd y Sir, Caerdydd.

NI DDERBYNIR CANFASIO

K.S. HOPKINS
Cyfarwyddwr Addysg

SECONDARY SCIENCE

continued

HARINGEY

Progress with Humanity

WHITE HART LANE SCHOOL
White Hart Lane, Wood Green, London N22 5QJ
Tel: 01-888 6761
Head Teacher: Mr. L.G. Warne
Required as soon as possible, Scale 1 (Temporary until the end of the Summer Term) SCIENCE/MATHEMATICS teacher. Please telephone the school for information and application form.

London Allowance £1,038 payable.

Haringey is an equal opportunity employer. (34543) 134822

HERTFORDSHIRE

ST. ALBANS HIGH SCHOOL CHEMISTRY TEACHER
See Page 54. (33924) 134822

HERTFORDSHIRE

SIR FREDERIC OSBORN SCHOOL
Clarke Drive, Welwyn Garden City, Herts, AL7 3AF
Required for the Summer Term, 1985 only, a temporary teacher of Science (Scale 1 (part-time considered). Time table to be negotiated, but will include Nuffield Combined Sciences for years 3 and 4. Ability and willingness to teach some Physics, Biology and/or Mathematics would be useful.

Apply to the Headmaster as soon as possible, including CV and two referees. (33960) 134822

ISLE OF MAN
BOARD OF EDUCATION

BALLAKERMEEN HIGH SCHOOL
(Co-educational)
Comprehensive 11 - 18, 8 form entry

Required for September 1985, Teacher of Chemistry, Scale 1, to teach throughout the school.

Application forms and further details can be obtained from the Headmistress, Ballakermeen High School, Douglas, Isle of Man, Tel: 0624 73298/9, to whom completed forms should be returned by 25th February, 1985. (34057) 134822

KENT

COUNTY COUNCIL
Education Department
THE HARVEY GRAMMAR SCHOOL
Folkestone
Headmaster: B. Waller, B.A.

600 boys
Required for September a GRADUATE to teach PHYSICS (Nuffield) to O and A level, and Combined Science (Nuffield) in years 4 & 5.

Apply by letter stating A.S.E.) to Headmaster, with curriculum vitae, and names of two referees. Further details available (S.A.E. please).

RAINHAM SCHOOL FOR GIRLS
Group 11 : Roll 1350 plus Sixth Form of 180
SCALE 1 APPOINTMENT
Applications are invited for the post of an Assistant Teacher to teach Physics and General Science from the Autumn Term.

Applications and further details from the Headmistress, Mrs. P.E. Tatnam, School for Girls, Derwent Way, Rainham, Kent (s.a.e. please). (Could be suitable for College leaver).

THANET DIVISION
EASTBOURNE COUNTY SECONDARY SCHOOL
George V Avenue, Margate
Required in September 1985, a graduate teacher of Physics (mainly Scale 1. An interest in Integrated Science is essential as it is taught throughout the school and as a CSE examination subject. Separate sciences are taught to CSE, GCE 'O' Level and GCE 'A' Level. There is a possibility of 'A' Level teaching next year for a suitable candidate. An interest in electronics would be an advantage.

The post is on Scale 1 with Outer London Allowances.

Please apply as soon as possible to the Head giving full details and addresses of two referees. Enclose foolscap s.a.e. for two professional references. (34456)

SURREY

EDUCATION COMMITTEE
THE REIGATE GRAMMAR SCHOOL (A/GED) SECONDARY
Reigate
Required for the Summer Term, or earlier, temporary teacher of PHYSICS to 'O' and 'A' level and also all-ability (11 - 18 co-educational school) for 3 days a week (or equivalent). Willingness to teach Integrated Science to junior forms and an interest in Technology welcomed. This could become a permanent, full-time post from September.

Candidates should be happy to work in a caring community broadly based on Christian principles.

Further details and application form from the Headmaster, J.D. Hall, M.A. Cantab. Closing date 1 March 1985. (34510) 134822

KINGSTON UPON THAMES

ROYAL BOROUGH OF KINGSTON UPON THAMES
TIFFIN GIRLS' SCHOOL
Richmond Road, Kingston upon Thames, Surrey
Required for SEPTEMBER, 1985, a graduate teacher of PHYSICS (Scale 1) to join a flourishing department and teach throughout this four form-entry Grammar school. Large numbers of girls take Physics to 'O' level and CSE and Advanced level. Ordinary level Physics is also taught to school Technological Awareness classes and Integrated Ordinary level Technology is being introduced in September 1985.

London Allowance £678. Letters of application, including full curriculum vitae, and names, addresses and telephone numbers of two referees should be sent to the Head Mistress by Wednesday 27 February. (34736) 134822

LONDON

LATYMER UPPER SCHOOL
King Street, London W6 9LR
(Independent, HMC. 1000 boys)
Required for September a graduate to teach PHYSICS, together with Middle and Lower School Mathematics. Salary will be on a scale appropriate to experience, plus London Allowance. Bachelor accommodation might be available during term time.

Applications, together with full curriculum vitae and the names of two referees to: The Headmaster, Latymer Upper School, King Street, London W6 9LR. (33627) 134822

NORTHUMBERLAND

KING EDWARD VI SCHOOL
Station Road, Morpeth NE61 1DN
Group 10 Voluntary Controlled 13 - 18 Comprehensive High, 1280 pupils inc. 320 in 6th Form
Required from Sept 1985, well qualified graduate to teach Biology Scale 1 to 'A' Level standard in highly successful Sixth Form. Teaching Faculty of Science. Will be required to teach Biology with some Rural Science across age and ability range and to contribute to the modular integrated science course taught to all students on intake year.

Residual expenses/lodging allowance may be payable.

Application forms, returnable 25.2.85, foolscap s.a.e. to Headteacher. (34614) 134822

OXFORDSHIRE
COUNTY COUNCIL

BURFORD SCHOOL AND COMMUNITY COLLEGE
Cheltenham Road,
Burford, Oxford OX8 4PL

(Roll 1150, 6th Form 180)

Required for September, 1985 at this rural comprehensive co-educational school a Teacher of Physics with some Lower School Science to work in a large and well equipped department to teach to 'O' level and CSE. Some help with Mathematics or Nuffield Expressway Biology needed.

Apply by letter with CV to Headmaster, giving names of two referees. Closing date 1 March 1985. (341242) 134822

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE

VALENTINES HIGH SCHOOL
Cranbrook Road, Gants Hill, Ilford IG3 8BX

Tel: 01-554 5608

Head: Mr B.G. Baker, M.Sc.

Required for September 1985, a well-qualified graduate to teach Physics in this mixed, split-site, 11 - 18 comprehensive school (number on roll 995). Integrated science is taught in the first three years and thereafter Physics appears as a separate subject. Courses are well established and popular. Examinations in Physics are entered at C.S.E., 'O' and 'A' Level. There is a possibility of 'A' Level teaching next year for a suitable candidate. An interest in electronics would be an advantage.

The post is on Scale 1 with Outer London Allowances.

Please apply as soon as possible to the Head giving full details and addresses of two referees. Enclose foolscap s.a.e. for two professional references. (34456)

SURREY

EDUCATION COMMITTEE
THE REIGATE GRAMMAR SCHOOL (A/GED) SECONDARY
Reigate
Required for the Summer Term, or earlier, temporary teacher of PHYSICS to 'O' and 'A' level and also all-ability (11 - 18 co-educational school) for 3 days a week (or equivalent). Willingness to teach Integrated Science to junior forms and an interest in Technology welcomed. This could become a permanent, full-time post from September.

Candidates should be happy to work in a caring community broadly based on Christian principles.

Further details and application form from the Headmaster, J.D. Hall, M.A. Cantab. Closing date 1 March 1985. (34510) 134822

SURREY

EDUCATION COMMITTEE
HOWARD OF EFFINGHAM SCHOOL
Lower Road, Effingham KT24 5JD
(12 - 18 Mixed Comprehensive, N.O.R. 1040, 188 in Sixth Form)
Required for September 1985, teacher of CHEMISTRY/SCALE 1 (for 'A' level, 'O' level and CSE. Some help with Mathematics or Nuffield Expressway Biology needed.

Apply by letter with CV to Headmaster, giving names of two referees. Closing date 1 March 1985. (341242) 134822

WILTSHIRE

THE JOHN OF GAUNT SCHOOL
Windfield Road,
Trowbridge, Wiltshire

1300 pupils 11 - 18 mixed comprehensive school (150 in Sixth Form)

Headmaster: K.D. Berry, J.P., B.A., F.R.S.A.

TEACHER OF PHYSICS - Temporary Post (scale 1)

Required for April 1985, a well qualified teacher of PHYSICS for this temporary appointment which will last for the Summer Term only. The successful candidate will join a large faculty, and be expected to teach across the full 11 - 18 age and ability-range, and to examination level.

Application form and further details from the Headmaster, closing date Friday 1 March 1985. Please send LARGE stamped addressed envelope. (34139) 134822

NORTHUMBERLAND

KING EDWARD VI SCHOOL
Station Road, Morpeth NE61 1DN
Group 10 Voluntary Controlled 13 - 18 Comprehensive High, 1280 pupils inc. 320 in 6th Form
Required from Sept 1985, well qualified graduate to teach Biology Scale 1 to 'A' Level standard in highly successful Sixth Form. Teaching Faculty of Science. Will be required to teach Biology with some Rural Science across age and ability range and to contribute to the modular integrated science course taught to all students on intake year.

Residual expenses/lodging allowance may be payable.

Application forms, returnable 25.2.85, foolscap s.a.e. to Headteacher. (34614) 134822

OXFORDSHIRE
COUNTY COUNCIL

BURFORD SCHOOL AND COMMUNITY COLLEGE
Cheltenham Road,
Burford, Oxford OX8 4PL

(Roll 1150, 6th Form 180)

Required for September, 1985 at this rural comprehensive co-educational school a Teacher of Physics with some Lower School Science to work in a large and well equipped department to teach to 'O' level and CSE. Some help with Mathematics or Nuffield Expressway Biology needed.

Apply by letter with CV to Headmaster, giving names of two referees. Closing date 1 March 1985. (341242) 134822

KENT

COUNTY COUNCIL
Education Department
THE HARVEY GRAMMAR SCHOOL
Folkestone
Headmaster: B. Waller, B.A.

600 boys
Required for September, a GRADUATE to teach PHYSICS (Nuffield) to O and A level, and Combined Science (Nuffield) in years 4 & 5.

Apply by letter stating A.S.E.) to Headmaster, with curriculum vitae, and names of two referees. Further details available (S.A.E. please).

RAINHAM SCHOOL FOR GIRLS

Group 11 : Roll 1350 plus Sixth Form of 180
SCALE 1 APPOINTMENT
Applications are invited for the post of an Assistant Teacher to teach Physics and General Science from the Autumn Term.

Applications and further details from the Headmistress, Mrs. P.E. Tatnam, School for Girls, Derwent Way, Rainham, Kent (s.a.e. please). (Could be suitable for College leaver).

EAST SUSSEX

WILLIAM PARKER SCHOOL
Parkstone Road, Hove, BN3 3NE.
Boys 11 - 18 Comprehensive 11 - 18 Mixed
Required from September teacher of Physics Scale 1, to join a thriving Science department. Opportunities to contribute to developments in electronics and computing in the lower school and to approved courses.

Application forms (by phone) from and returnable to the Head Teacher. (34485)

ENFIELD

LONDON BOROUGH OF ENFIELD
BISHOP STOPFORD'S SCHOOL
Brick Lane, Enfield EN1 3PU
(1040 in roll) including 146 in Sixth Form)
Required in September, teacher to take CHEMISTRY (Scale 1) throughout the school. Chemistry is a popular subject in the Sixth Form and some Advanced level teaching could be available for suitably qualified applicant.

London Allowance £678. Consideration given to assistance with removal expenses/lodging costs, temporary housing and low interest mortgages.

Applications should be made by letter direct to the Head Master at the school giving full details of interests and qualifications, and the names, addresses and telephone numbers of two referees.

ENFIELD GRAMMAR SCHOOL

Market Place, Enfield, Middx. EN2 6LN
Roll 1010. (Founded 1558).
There will be vacancies at the end of April in this Voluntary Controlled 11 - 18 Comprehensive School for boys for:-

(a) a teacher of PHYSICS (Scale 1) with ability to teach the subject throughout the school, including the Sixth Form. The school has a well equipped, well established, flourishing Science department. Applications from suitably qualified teachers seeking appointments from September would be welcome for this post.

(b) a temporary teacher of Science for one term only, to cover Mrs. Gilbert's Maternity Leave. Scale 1. Teaching is almed towards a Nuffield approach.

Applications by letter enclosing a curriculum vitae and names of 2 referees to the Headmaster. SAE please. (34259) 134822

ESSEX

SIR ANTHONY DENNY COMPREHENSIVE SCHOOL
Cuthill Road, Shoeburyness
Tel: Shoeburyness 3388
(Roll 1600)
SCIENCES, Scale 1
Required for April or September, to enthusiastic teachers with ability to teach specialist subject to 'O' level and an expanding department.

Application form available from and returnable to the Headmaster (foolscap s.a.e. please). (33894)

KIRKLEES

METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
COLNE VALLEY HIGH SCHOOL
Clifton Lane, Linthwaite, Huddersfield HD7 5QS
(Roll 1150)
Required for September or earlier if possible, a SCALE 1 teacher of PHYSICS in the 11 - 16 school of 1,020 boys and girls. The post will involve teaching Physics to all abilities in setted groups in the 11 - 16 part of the school including those preparing for external examination. The successful applicant must be sufficiently well qualified to teach 'A' level Physics to Sixth Form groups.

Scale 2 post available for suitably experienced teacher but other candidates will be considered.

Application forms and further details on request from the Headteacher. Please enclose foolscap s.a.e. (34718) 134822

ISLE OF MAN
BOARD OF EDUCATION

BALLAKERMEEN HIGH SCHOOL
(Co-educational)
Comprehensive 11 - 18, 8 form entry

Required for September 1985, Teacher of Chemistry, Scale 1, to teach throughout the school.

Application forms and further details can be obtained from the Headmistress, Ballakermeen High School, Douglas, Isle of Man, Tel: 0624 73298/9, to whom completed forms should be returned by 25th February, 1985. (34057) 134822

KENT

COUNTY COUNCIL
Education Department
THE HARVEY GRAMMAR SCHOOL
Folkestone
Headmaster: B. Waller, B.A.

600 boys
Required for September, a GRADUATE to teach PHYSICS (Nuffield) to O and A level, and Combined Science (Nuffield) in years 4 & 5.

Apply by letter stating A.S.E.) to Headmaster, with curriculum vitae, and names of two referees. Further details available (S.A.E. please).

RAINHAM SCHOOL FOR GIRLS

Group 11 : Roll 1350 plus Sixth Form of 180
SCALE 1 APPOINTMENT
Applications are invited for the post of an Assistant Teacher to teach Physics and General Science from the Autumn Term.

Applications and further details from the Headmistress, Mrs. P.E. Tatnam, School for Girls, Derwent Way, Rainham, Kent (s.a.e. please). (Could be suitable for College leaver).

THANET DIVISION
EASTBOURNE COUNTY SECONDARY SCHOOL
George V Avenue, Margate
Required in September 1985, a graduate teacher of Physics (mainly Scale 1. An interest in Integrated Science is essential as it is taught throughout the school and as a CSE examination subject. Separate sciences are taught to CSE, GCE 'O' Level and GCE 'A' Level. There is a possibility of 'A' Level teaching next year for a suitable candidate. An interest in electronics would be an advantage.

The post is on Scale 1 with Outer London Allowances.

Please apply as soon as possible to the Head giving full details and addresses of two referees. Enclose foolscap s.a.e. for two professional references. (34456)

SURREY

EDUCATION COMMITTEE
THE REIGATE GRAMMAR SCHOOL (A/GED) SECONDARY
Reigate
Required for the Summer Term, or earlier, temporary teacher of PHYSICS to 'O' and 'A' level and also all-ability (11 - 18 co-educational school) for 3 days a week (or equivalent). Willingness to teach Integrated Science to junior forms and an interest in Technology welcomed. This could become a permanent, full-time post from September.

Candidates should be happy to work in a caring community broadly based on Christian principles.

Further details and application form from the Headmaster, J.D. Hall, M.A. Cantab. Closing date 1 March 1985. (34510) 134822

KINGSTON UPON THAMES

ROYAL BOROUGH OF KINGSTON UPON THAMES
TIFFIN GIRLS' SCHOOL
Richmond Road, Kingston upon Thames, Surrey
Required for SEPTEMBER, 1985, a graduate teacher of PHYSICS (Scale 1) to join a flourishing department and teach throughout this four form-entry Grammar school. Large numbers of girls take Physics to 'O' level and CSE and Advanced level. Ordinary level Physics is also taught to school Technological Awareness classes and Integrated Ordinary level Technology is being introduced in September 1985.

London Allowance £678. Letters of application, including full curriculum vitae, and names, addresses and telephone numbers of two referees should be sent to the Head Mistress by Wednesday 27 February. (34736) 134822

LONDON

LATYMER UPPER SCHOOL
King Street, London W6 9LR
(Independent, HMC. 1000 boys)
Required for September a graduate to teach PHYSICS, together with Middle and Lower School Mathematics. Salary will be on a scale appropriate to experience, plus London Allowance. Bachelor accommodation might be available during term time.

Applications, together with full curriculum vitae and the names of two referees to: The Headmaster, Latymer Upper School, King Street, London W6 9LR. (33627) 134822

NORTHUMBERLAND

KING EDWARD VI SCHOOL
Station Road, Morpeth NE61 1DN
Group 10 Voluntary Controlled 13 - 18 Comprehensive High, 1280 pupils inc. 320 in 6th Form
Required from Sept 1985, well qualified graduate to teach Biology Scale 1 to 'A' Level standard in highly successful Sixth Form. Teaching Faculty of Science. Will be required to teach Biology with some Rural Science across age and ability range and to contribute to the modular integrated science course taught to all students on intake year.

Residual expenses/lodging allowance may be payable.

Application forms, returnable 25.2.85, foolscap s.a.e. to Headteacher. (34614) 134822

OXFORDSHIRE
COUNTY COUNCIL

BURFORD SCHOOL AND COMMUNITY COLLEGE
Cheltenham Road,
Burford, Oxford OX8 4PL

(Roll 1150, 6th Form 180)

Required for September, 1985 at this rural comprehensive co-educational school a Teacher of Physics with some Lower School Science to work in a large and well equipped department to teach to 'O' level and CSE. Some help with Mathematics or Nuffield Expressway Biology needed.

Apply by letter with CV to Headmaster, giving names of two referees. Closing date 1 March 1985. (341242) 134822

WILTSHIRE

THE JOHN OF GAUNT SCHOOL
Windfield Road,
Trowbridge, Wiltshire

1300 pupils 11 - 18 mixed comprehensive school (150 in Sixth Form)

Headmaster: K.D. Berry, J.P., B.A., F.R.S.A.

TEACHER OF PHYSICS - Temporary Post (scale 1)

Required for April 1985, a well qualified teacher of PHYSICS for this temporary appointment which will last for the Summer Term only. The successful candidate will join a large faculty, and be expected to teach across the full 11 - 18 age and ability-range, and to examination level.

Application form and further details from the Headmaster, closing date Friday 1 March 1985. Please send LARGE stamped addressed envelope. (34139) 134822

NORTHUMBERLAND

KING EDWARD VI SCHOOL
Station Road, Morpeth NE61 1DN
Group 10 Voluntary Controlled 13 - 18 Comprehensive High, 1280 pupils inc. 320 in 6th Form
Required from Sept 1985, well qualified graduate to teach Biology Scale 1 to 'A' Level standard in highly successful Sixth Form. Teaching Faculty of Science. Will be required to teach Biology with some Rural Science across age and ability range and to contribute to the modular integrated science course taught to all students on intake year.

Residual expenses/lodging allowance may be payable.

Application forms, returnable 25.2.85, foolscap s.a.e. to Headteacher. (34614) 134822

OXFORDSHIRE
COUNTY COUNCIL

BURFORD SCHOOL AND COMMUNITY COLLEGE
Cheltenham Road,
Burford, Oxford OX8 4PL

(Roll 1150, 6th Form 180)

Required for September, 1985 at this rural comprehensive co-educational school a Teacher of Physics with some Lower School Science to work in a large and well equipped department to teach to 'O' level and CSE. Some help with Mathematics or Nuffield Expressway Biology needed.

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Headmaster: K.D. Berry, J.P., B.A., F.R.S.A.

TEACHER OF PHYSICS -

City of Birmingham Education Department

DEVELOPING SERVICE FOR SPECIAL EDUCATIONAL NEEDS IN BIRMINGHAM

The following vacancies represent opportunities for teachers eager to play an active part in a lively, developing service in a City noted for its provision for special educational needs.

A. HEADTEACHER GROUP 5(S)

East Birmingham Hospital School, Yardley Green Road, Birmingham B9 5ST (Telephone 021-772 4311 ext 446).

This large hospital school provides education for pupils of all ages and a varied cross section of ability. Candidates should have experience of senior management within schools and up to date knowledge of curriculum development. Experience of teaching in hospital schools and/or advanced qualification in special educational needs study, would be advantageous.

Application forms available from The Chief Education Officer, West Area, Schools Division, City of Birmingham Education Department, Margaret Street, Birmingham, B3 3BU.

B. NEW DEVELOPMENTS

Senior Teacher

Secondary Curriculum Resource Unit

Senior Teacher is a newly built unit opening in September, 1986 to serve pupils from three special schools whose main handicap is impairment or physical disabilities contribute towards their special educational needs.

Purpose designed specialist facilities will cover a wide cross section of the normal secondary school curriculum. Apart from clear knowledge of the organisation of such resources, and a practical understanding of pupils with special needs, successful candidates would be expected to have the enthusiasm and flexibility to ensure the success of this project.

Application forms and further details from the Headteacher, Wilson Stuart School, Avery Common Road, Erdington, Birmingham, B23 7AT enclosing s.a.e. Telephone 021-373 4475

2. Scale 2 ± Special Schools Allowance

(a) Support Teachers at Visually Impaired Nursery Aged Children
Two vacancies based in:
(i) Rubery Nursery School, Weybrook Road, Rednal, Birmingham B44 9PB
(ii) Kingsthorne J.I. School (Nursery Class) Cranbourne Road, Birmingham B44 0BR (Telephone 021-373 3807)
Required Summer Term 1986 to be responsible for visually impaired nursery aged children. Initially the posts will be in a main stream setting but they could be relocated to George Auden and Priestly Smith Schools from September, 1986.
Qualified and/or experienced teachers of the visually handicapped preferred but experienced Nursery Teachers may apply.
Application forms and further details from Head of Visiting Teacher Service, Vauxhall Gladstone, Barrack Street, Birmingham B7 4HA enclosing s.a.e.

(b) Teacher of nursery aged children with speech and language difficulties
Pegarel Infant School, Pegarel Road, Birmingham B29 6TG. Telephone 021-427 2018
A teacher with sound knowledge of language development to be responsible for the education of a group of disadvantaged pupils within the school's nursery.
Application forms and further details from the Headteacher at the school enclosing s.a.e.

CLOSING DATE 1 MARCH 1985.
AN EQUAL OPPORTUNITIES EMPLOYER (8350)

BIRMINGHAM CITY COUNCIL

DIRECTOR

Special Education Resource Information Service
Salary scale equivalent to Headteacher Group 7 £13,686-£14,979
Required for Easter 1985

The Director heads a small city-wide service concerning with [illegible] children and their parents, adults with handicaps and all those who work with them including teachers.

The service was first established during 1980 as a response to the Warnock Report in conjunction with the Health Authorities and the Social Services Department.

Applicants should have a good knowledge of special education and other areas of education, be wholly committed to working with parents, handicapped people, and have the energy and initiative to continue to develop a service that works closely with other services implementing the Committee's Policy on Equal Opportunities.

Further particulars and application forms available from the Chief Education Officer, Education Personnel Office, Crown Square, Manchester M60 3BB quoting Ref. E76.

Telephone No. 061-234 7033 or 7035. Closing date 1 March, 1985.

MANCHESTER City Council

Manchester City Council is an Equal Opportunity Employer, and positively welcome applications from women and men, regardless of their racial, ethnic or national origin, disability, age, sexuality, responsibilities for dependents. (8369)

BEXLEY LONDON BOROUGH

Westbrooke School, Welling.
Group 4(S).

HEAD TEACHER

Applications are invited from suitably qualified and experienced teachers for the post of Head Teacher for this purpose-built Day School for up to 50 Primary aged children behavioural or emotional difficulties. Appointment to commence 1st September 1985.

Application forms and further details available from Chief Education Officer for Schools (T.5), Town Hall, Crayford, Kent, DA1 4EN (enclosing foolscap s.a.e.) to whom they should be returned by Monday, 11th March.

(10627)

SECONDARY OTHER THAN BY SUBJECT
continued

HAVERING
LONDON BOROUGH OF HAVERING
BEDFORDS PARK SCHOOL
Appleby Drive, Romford RM3 7EJ
Tel: Tegrebourne 71331 (RoH) 936 Mixed)
Headteacher: R.J Bracken, B.A.
Required for April 1985, for one year a temporary Teacher, Scale 3, of General Subjects (mainly English/Mathematics to lower and middle year groups).
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headmaster. (34528) 135622

LONDON
Inner London Education Authority
ST ALOYSIUS' COLLEGE
30 Hornsey Lane, Highgate, N6 5LY
The above school is a Roman Catholic Voluntary Aided Comprehensive School for 1,000 boys in the 11 - 18 age range
Required from end of February 1985:
1. A qualified teacher of Biology to 'O' Level, some Chemistry and General Science.
2. Art Teacher specialising in fabric printing to CSE and 'O' Level and some general Art.
Applications to the Head-master at the school for further details of these two vacancies stating full details of experience and the names and addresses of two referees. (34251) 135622

Sixth Form and Tertiary Colleges

Heads of Department

HAMPSHIRE
ITCHEN COLLEGE
Middle Road, Southampton SO9 3AS
(16 - 19 Open Access)
Required September - Scale 4
Director of Music.
The College has a strong music tradition with good 'A' Level sets (including London Double 'A').
Interest required in youth music-making of all kinds including general studies and [illegible]
Application form (to be returned by 1 March 1985) and further details from the Principal, Mr. A. C. Jones.
Applications by letter with C.V. and names of two educational referees. (33885) 140018

SEFTON
METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
SPECIAL
MERSEFIELD SPECIAL SCHOOL
Preston New Road, Southport PR9 8FA
HEADTEACHER required in April or September for this Group 4(S) school which caters for children with severe learning difficulties. Approx. 45 children on roll.
Previous applicants automatically considered.
Application forms and further details are available, for return of same, from the Chief Education Officer, Town Hall, Bootle L20 7AE, to whom completed forms must be returned by 28th February, 1985. 160010 (34143)

STAFFORDSHIRE
THE MEADOWS SCHOOL
Turnwall Lane, Cheadle, Stoke-on-Trent ST9 7AR
HEADTEACHER
(Group 5a)
Required for September, 1985 for this all age school for children with Moderate Learning difficulties. This is a key post within Special Educational Provision and applications are sought from experienced teachers able to offer the drive, initiative and flair required for this demanding position. The possession of an appropriate additional qualification would be desirable.
Application forms obtainable from and returnable to the Chief Education Officer (Special Services), County Education Offices, Tipping Street, Stafford ST16 3DH marked for the attention of Mr. R. Denning (County Inspector Special Educations Needs).
Canvassing will disqualify. Closing date 10 days from publication.
Trade Union membership desirable.
STAFFORDSHIRE COUNTY COUNCIL. (00063) 160010

Deputy Headships
Second Masters/ Mistresses

DORSET
PORTFIELD SCHOOL
DEPUTY HEADTEACHER (SPECIAL DEPARTMENT)
Required for September a suitably qualified and experienced teacher for the post of Deputy Head at this independent 11 - 16 boys school for autistic and non-communicating children. The school is a group 3S for salary purposes. Experienced applicants will be considered and further details from the Principal, Mrs. Jo Thomas. For September 1985 to Stour Road, Christchurch, Dorset, BH23 7ES (Tel: [illegible])

MANDER PORTMAN WOODWARD
Independent sixth-form College in Central London and Birmingham - 650 students
Required for September 1985 ENTHUSIASTIC GRADUATES for Oxbridge, A and O level classes in all subjects, especially Science and Maths. Classes are small (7 or less), and no extra - curricular activities are in-volved. Competitive rates of pay.
Write with C.V. to: The Principal, 24 Elvaston Place, London SW7. (34403) 140022

HERTFORDSHIRE
THE NATIONAL AUTISTIC SOCIETY
THE HOBLEY SCHOOL FOR AUTISTIC CHILDREN
DEPUTY HEAD TEACHER.
Scale 4a
Experience with computer aided learning and sign language an advantage.
Apply in writing to:- The Principal, The National Society for Autistic Children, Harper Lane, Radlett, Herts. WD7 7HW. (33787) 160014

KENT
COUNTY COUNCIL
EDUCATIONAL SERVICES FOR DEAF AND HEARING IMPAIRED CHILDREN
DEPUTY HEAD
The County Council has a well-established service for hearing impaired children. There is an unsurpassed Audiological Service and close liaison with health and psychological services. There is a vacancy for a suitably experienced and qualified Teacher of the Deaf arising from the retirement of the previous post holder. Candidates should have a wide experience with infant/lower junior hearing children and have experience in either previous such as an interest and experience in the language development and assessment of children with hearing loss or Educational Audiology and clinical testing of babies and small children. Experience and knowledge of the techniques of auditory training, visual equipment and hearing aids also important.
The post is with effect from 1 September 1985 or sooner. Candidates who are unlikely to be available until late in the date will be considered.
Scale 3.
Further details and application forms are available from Area Education Officer (ref T7) Springfield Maidstone, ME14 5LJ (see please) to whom they should be returned by 1st March 1985.
Readvertisement - Previous applicants need not re-apply. (34729) 160012

Heads of Department

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
BERMERSIDE SPECIAL SCHOOL
Skircoat Green, Halifax HX3 0RZ
Required for August 1985 a Teacher (Scale 3/4) to assume responsibility for the education of nursery age children at this school for physically handicapped pupils.
Application forms and further details are obtainable on receipt of a stamped addressed e.s.a., from the Headteacher and completed forms should be returned by 1st March, 1985. (30565) 160018

NEWCASTLE UPON TYNE
CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
SHERIFF LEAS SCHOOL
APPOINTMENT TO A SCALE 3(S) POST
Required from Easter 1985 or as soon as possible there-after, a suitably qualified teacher for appointment to Head of Department Post in the Developmental Unit for profoundly Handicapped children. The unit provides educational facilities for up to 30 pupils in the age range 4 - 19 years. The unit also offers outreach support to children in the school.
The successful applicant should have special educational qualifications and organisational skill to ensure development of the Multi-professional approach of the unit.
Application forms are obtainable from the Director of Education, Education Department, Civic Centre, Newcastle upon Tyne NE1 8PU and should be returned to the Head Teacher, Sheriff Leas School, Springfield Road, Newcastle upon Tyne NE5 5QB by Friday, 1st March 1985. (34567) 160018

Scale 2 Posts and above

DUDLEY
METROPOLITAN BOROUGH
KING EDWARD VI COLLEGE
Lower High Street, Stourbridge, West Midlands DY8 1TD
(GROUP 12)
Required Summer Term or September 1985
TEACHER of CHEMISTRY and BIOLOGY (Scale 2) both to 'A' level.
Further details from the Principal to whom letters of application, with c.v. and naming two referees, should be sent as soon as possible. (34804) 140090

Scale 1 Posts

EAST SUSSEX
BEXHILL COLLEGE
Bexhill-on-Sea TN39 3RP
Sixth Form College, 16-19.
Roll: 480
Required from September: An enthusiastic, qualified Graduate (Scale 1) to teach Business Studies/Economics. Both subjects are offered to 'O' and 'A' levels. Ability to teach one or both of Computing/Law or Accounts to 'O' level is an advantage.
Relocation grants available in approved cases.
Application form (sae please) from and returnable to the Principal. (34556) 140092

HAMPSHIRE
EDUCATION COMMITTEE
BROCKENHURST COLLEGE
This newly formed Tertiary College requires a LECTURER GRADE 1 in TECHNOLOGY to help develop courses within a newly constructed purpose built block.
Further details and application forms from the Principal, Brockenhurst College, Brockenhurst, Hampshire (0590) - 23555)
Closing date 13th March 1985. (34140) 140090

SURREY
ST. DOMINIC'S R.C. SPECIAL SCHOOL FOR BOYS
Hambledon, Godalming, Surrey
HEAD OF REMEDIAL EDUCATION SCALE 3
Required for May or September 1985 to take responsibility for Remedial Education in this non-maintained Special School for boys with delicate balance of learning difficulties and remedial needs. The post forms an essential part of the team and the person appointed will be expected to lead a small team of teachers. An additional qualification is desirable in the field of remedial education is essential.
Application forms for further details from the Head Teacher. Visitors welcome (please telephone for appointment) Tel: 04868/2741. (34137) 160013

WEST YORKSHIRE
THE WILLIAM HENRY SMITH SCHOOL
Boothroyd, Bridgehouse
This residential special secondary special educational needs co-educational school caters for emotionally, behavioural, learning and educationally handicapped pupils from September 1985.
TEACHER OF ART
will be a 30 - 40% teaching post in other subjects but subject specialisation is not a prerequisite.
Salary will be on Burnham Scale 3(S).
The post is non-residential but consequently additional duties at the Head's discretion (at national rate) is optional.
Application forms and further information are available from the Headmaster, The William Henry Smith School, Boothroyd, Bridgehouse, West Yorkshire.
Closing date of application is: Friday, 8th March 1985. (34250) 160011

Scale 2 Posts and above

EALING
LONDON BOROUGH
Education Service
Required for Easter 1985 -
Scale 3 Post
A Specialist Teacher in Craft, with emphasis on woodwork, to be divided between Cranford Community College and the Borough's reception centre for disturbed children. The special school for junior children with severe learning difficulties. Scale 3 plus London Allowance £1,038
Application forms and further details are obtainable from the Headteacher, Cranford Community College, Cranford Lane, Hounslow, Middlesex TW5 9HA.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SCALE 3 POST
THE FOLKESTONE SPECIAL SCHOOL
Lambarde Road, Broadstairs, Kent
SCALE 3S TEACHER
Applications are invited for a post in this 3 - 16 mixed day special school catering for a wide variety of handicapped children. Responsibilities include supervision of Pre-School Provision under the supervision of a Pre-School Co-ordinator, co-operation with school liaison and a specific teaching load. Applicants must be experienced teachers of children with learning difficulties and be able to offer a particular teaching strength.
Further details can be obtained by contacting the Headmaster, Mr. Peter Hare, Tel: Thanet 65881. Closing date for applications 1st March 1985. (34750) 160080

WAKEFIELD
CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL
EDUCATION DEPARTMENT
HILL TOP DAY SPECIAL SCHOOL (E.S.N.(M))
TEACHER Scale 3(S)
Required from Easter 1985 or as soon as possible thereafter, a suitably qualified and experienced teacher with an interest in working with children with severe learning difficulties and the ability to offer leadership in all parts of the curriculum and to co-ordinate the school's Outdoor Activities. Further information can be obtained by ringing the Headteacher, Mrs. M. Stone, Tel: Castleford 554900.
Application forms available from Chief Education Officer (Staffing), Education Department, Wakefield WF1 3QB to be returned by 1.3.1985. (30575) 160020

JEWISH SOCIETY FOR THE MENTALLY HANDICAPPED

SENIOR INSTRUCTOR

GRADE 4/5 £7818 – £9339
(Inclusive of London Weighting)

STANMORE COTTAGE – TRAINING UNIT

We are seeking a qualified and/or experienced Instructor/Teacher to set up and supervise a day care unit for up to twenty mentally handicapped adults.

Stanmore Cottage is a residential community-based project with a developmental approach towards ongoing education and training.

Applicants should be able to work as part of a multi-disciplinary team and should be competent in the areas of assessment and programme-planning.

This post will involve supervision of staff in the training unit.

Please apply in writing or telephone for an application form to:-

The Secretary, JSMH, Stanmore Cottage,
Old Church Lane, Stanmore, Middlesex HA7 2RF.
01-954 0287/1663.

Closing date for applications – two weeks after this advertisement. (8367)

THE HESLEY GROUP OF SCHOOLS
Southlands School, Lymington, Hampshire

Head of Care (Resident)

Salary £8,712 – £10,539

The school is seeking a person with considerable energy, enthusiasm, high personal standards and proven expertise in dealing with 13-16 year old boys with emotional and behavioural problems.

This post may well suit an ambitious teacher with experience in a similar residential setting who wishes to gain a broader experience.

This post involves the co-ordination and development of the child care curriculum and leading a multi-disciplinary team of committed professionals comprising sixteen child care staff and eight teachers.

Applicants should have already demonstrated their capacity to show warmth, sensitivity and firmness with children and managerial potential in dealing with staff.

For further information and an application form write to:

The Director
Hesley Hall Ltd.
The Coach House
Hesley Hall
Hesley
Doncaster
DN11 9HH

SPECIAL EDUCATION
continued

HAMPSHIRE
FURZEBROOK SCHOOL
Bridge Road, Salisbury Green, Nr. Southampton SO3 6ZD
Required April or September 1985 - Scale 3 - two Teachers to be responsible for severely behaviourally disturbed group of seven children aged 13 - 16 years with involve the use of sailing activities as an advantage.
Experience and specific qualifications in special education preferred. A Scale 3 post could be available for a person able to develop the use of our Computer.
Further details and application form from the Headteacher.
Closing Date: 14 days from advertisement. (33961) 160022

BRENT
LONDON BOROUGH OF BRENT
MANOR PRIMARY SCHOOL
7 The Avenue, Kingsbury, NW9 (Roll: 88)
Required for 16 April 1985. Teacher (Scale 1 plus SEA) to form unit to deal with 6 children with special needs. The group consists of children between the ages of 6 - 10 years. These children have learning difficulties, particularly in the area of Language. Some also have emotional and physical problems. A flexible and sympathetic approach is required.
Visitors are welcome. Please contact the Headteacher, Mrs. K.A. Thomas (01-204 8481).
London Allowance of £1,038 per annum is payable.
Brent is an Equal Opportunities Employer.
Application forms (SAE) obtainable from the Headteacher returnable within 10 days. (34668) 160022

CHESHIRE
EDUCATION COMMITTEE
LOUGHERS LANE SPECIAL SCHOOL
Loughers Lane, Wearton CW4 4RF
Tel: Warrington 33099
Scale 1(S)
Required as soon as possible a teacher who is able to write prescriptive teaching programmes and is aware of developmental levels.
Experience and further qualifications in the teaching of children with specific educational needs desirable.
Application forms available from and returnable to: The District Education Officer, Education Department, Grosvenor Chambers, Sankey Street, Warrington, Cheshire. The Pines, Prestbury, Macclesfield SK10 4BP. Tel: 01-625 8121, Ext. 238. Closing date: 1st March 1985. (34401) 160022

CUMBRIA
THE WITHERSLACK GROUP OF SCHOOLS, CONSISTING OF WITHERSLACK HALL, LOWGATE HOUSE AND CEDAR HOUSE, CATERS FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS.
REQUIRES

TEACHER - General subjects, ideally with junior and/or remedial experience. Salary in accordance with the appropriate Burnham Scale, dependent upon qualifications and experience.

For job description and further details contact Mrs Dugdale, Witherslack Hall School, Witherslack, Grange-over-Sands, Cumbria LA11 6SD. Tel: 044852 387. (34841) 160022

DEVON
Please see displayed advertisement on Page 55. (00090) 160022

LANCASHIRE
COUNTY COUNCIL
AN EQUAL OPPORTUNITIES EMPLOYER
BEACON SPECIAL (MALAD)
Skelmersdale
(66 on Roll)
1st May 1985, or as soon as possible.

SCALE A SEA PRIMARY DEPARTMENT RE-MEDIAL EXPERIENCE.

For application form and addresses to whom completed forms should be sent, see SAE (foolscap) to Chief Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ.

Closing date 28th February 1985. (34509) 160022

Scale 1 Posts

BEDFORDSHIRE
EDUCATION SERVICE
GLENDWOOD SCHOOL FOR CHILDREN WITH SPECIFIC LEARNING DIFFICULTIES
Beech Road, Luton
Required April or September 1985 - two Scale 3(S) - Scale 3S(a) posts. One post is in the Nursery and an ability to involve the children in musical activities would be an advantage. Experience and specific qualifications in special education preferred. A Scale 3 post could be available for a person able to develop the use of our Computer.
Further details and application form from the Headteacher.
Closing Date: 14 days from advertisement. (33961) 160022

BRENT
LONDON BOROUGH OF BRENT
MANOR PRIMARY SCHOOL
7 The Avenue, Kingsbury, NW9 (Roll: 88)
Required for 16 April 1985. Teacher (Scale 1 plus SEA) to form unit to deal with 6 children with special needs. The group consists of children between the ages of 6 - 10 years. These children have learning difficulties, particularly in the area of Language. Some also have emotional and physical problems. A flexible and sympathetic approach is required.
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London Allowance of £1,038 per annum is payable.
Brent is an Equal Opportunities Employer.
Application forms (SAE) obtainable from the Headteacher returnable within 10 days. (34668) 160022

CHESHIRE
EDUCATION COMMITTEE
LOUGHERS LANE SPECIAL SCHOOL
Loughers Lane, Wearton CW4 4RF
Tel: Warrington 33099
Scale 1(S)
Required as soon as possible a teacher who is able to write prescriptive teaching programmes and is aware of developmental levels.
Experience and further qualifications in the teaching of children with specific educational needs desirable.
Application forms available from and returnable to: The District Education Officer, Education Department, Grosvenor Chambers, Sankey Street, Warrington, Cheshire. The Pines, Prestbury, Macclesfield SK10 4BP. Tel: 01-625 8121, Ext. 238. Closing date: 1st March 1985. (34401) 160022

CUMBRIA
THE WITHERSLACK GROUP OF SCHOOLS, CONSISTING OF WITHERSLACK HALL, LOWGATE HOUSE AND CEDAR HOUSE, CATERS FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS.
REQUIRES

TEACHER - General subjects, ideally with junior and/or remedial experience. Salary in accordance with the appropriate Burnham Scale, dependent upon qualifications and experience.

For job description and further details contact Mrs Dugdale, Witherslack Hall School, Witherslack, Grange-over-Sands, Cumbria LA11 6SD. Tel: 044852 387. (34841) 160022

CROYDON
LONDON BOROUGH OF CROYDON
ST. GILES (P.H. & Del.) Pamplaford Road, Croydon CR2 6DF
Tel: 01-680 2141
Tensible: April 1985
Temporary full-time teacher (initially for one term only) to work with older primary children. The children present a variety of learning difficulties, and consist of infant work, and Language Development would be an advantage.
The School is purpose-built, all age and caters for physically handicapped children.
Previous experience of Special Education is of value but not essential.

SALARY Burnham Scale 1 plus Special Schools Allowance. With London Area Allowance.

Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible. (33972) 160022

MANCHESTER
CITY COUNCIL
THE CHEER CENTRE FOR THE DEAF
Junior 1 plus Special School Allowance
A Scale 3(a) post is available for a suitable applicant.
LANCASTERIAN SCHOOL
Elizabeth Slinger Road, West Didsbury, Manchester M20 8XA
Required as soon as possible. A suitably qualified and experienced teacher of the Deaf to work in this school for physically and multiply-handicapped children. The teacher appointed will be expected to work across the age range (8 - 16) both with individual hearing impaired children and within classroom teams in order to maximise learning opportunities for pupils with special needs.
Application forms from the Headteacher at the school to whom they should be returned as soon as possible.
AN EQUAL OPPORTUNITY EMPLOYER. (34480) 160022

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
KINGSTON UPON HULL
DIVISION 6
DERRINGHAM SCHOOL (0141)
Priory Road, Hull
Head: L. Campbell
Required in April, or as soon as possible thereafter, a teacher of ART and CRAFT (Scale 1 and S.S.A.), to work in the Secondary Department at this school for children who are experiencing severe learning difficulty.
Application forms and further details, available from the Head (s.a.e. please) should be returned by 1st March, 1985. (34508) 160022

LANCASHIRE
COUNTY COUNCIL
AN EQUAL OPPORTUNITIES EMPLOYER
BEACON SPECIAL (MALAD)
Skelmersdale
(66 on Roll)
1st May 1985, or as soon as possible.

SCALE A SEA PRIMARY DEPARTMENT RE-MEDIAL EXPERIENCE.

For application form and addresses to whom completed forms should be sent, see SAE (foolscap) to Chief Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ.

Closing date 28th February 1985. (34509) 160022

NEWCASTLE UPON TYNE
CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
ST. AIDAN'S UNIT FOR AUTISTIC AND NON-COMMUNICATING CHILDREN
APPOINTMENT TO A SCALE 1(S) POST
Required from 22nd April, 1985, or as soon as possible thereafter, a suitably qualified and experienced teacher to work in this small unit attached to a school for children with severe learning difficulties. Some knowledge of children with communication and language problems preferred and/or experience of children with special educational needs. The successful applicant should be able to work as part of a multidisciplinary team.
Application forms are obtainable from the Director of Education, Education Department, Civic Centre, Newcastle upon Tyne NE1 8PU and completed application forms should be returned to the Head Teacher, St. Aidan's School, Millhead Parkway, West Denton, Newcastle upon Tyne NE5 1JJ by Friday, 1st March, 1985. (34868) 160022

HARINGEY
Progress with Humanity
WILLIAM C HARVEY SCHOOL
Adams Road, N17
Temporary teacher required (Scale 1 plus Special Schools Allowance) to cover a maternity leave until July 1985. This post is for a suitably qualified or experienced teacher to work with a group of 8 children (aged 10 - 18) who have physical disabilities as well as severe learning difficulties. There are two permanent staff. The teacher appointed will be expected to work across the age range (8 - 16) both with individual hearing impaired children and within classroom teams in order to maximise learning opportunities for pupils with special needs.
Application forms from the Headteacher at the school to whom they should be returned as soon as possible.
AN EQUAL OPPORTUNITY EMPLOYER. (34640) 160022
Haringey is an equal opportunity employer.

PRESTON
NON-RESIDENT
TEACHER Scale 1(s)
Required for Summer Term to work within a small school for 25 adolescent girls with emotional problems.
The teacher will be responsible for Maths and Home Economics and the ability to offer computer skills would be an advantage.
Further details and application forms from: The Principal, Royal Oak School, Brockholes Brow, Preston PR2 5AL. 160022 (33307)

WILTSHIRE
CROWDYS HILL SCHOOL
Cricklade Road, Swindon
GROUP 6(S). N.O.R. 114
Scale 1 Teacher required from Easter or September 1985 who will be a member of a team teaching situation with an interest in the development of Leavers Group Life Skills. The School has a house located in the neighbourhood.
Application Form and further details (SAE please) from the Head Teacher. This is a re-advertisement. (34141) 160022

Independent Schools

Headships

WARWICKSHIRE
ARDENHURST SCHOOL
Henley in Arden (Sc Segregated) independent co-educational secondary school (300 pupils) originally an old established preparatory school), now with a well developed Senior Department preparing pupils for O levels and providing A level courses where appropriate.
The Governors invite applications from Graduates with wide experience for the post of Head with effect from 1 September 1985 for 1 January 1986). Applicants should be eligible for membership of I.A.P.S. and capable of supervising the further development of both Preparatory and Senior Departments.
Letters of application, together with two testimonials and the names of two referees, should be sent by 8th March to the Secretary, A.A. Simmons F.C.A., Aqueduct Lane, Alvechurch, Birmingham B48 7SS. (33785) 160010

REDLAND HIGH SCHOOL FOR GIRLS
BRISTOL
GSA – Independent Day School
Approximately 600 girls
4½ – 18years
On the retirement of Miss W Hume, the Governors invite further applications for the appointment of

HEAD

to take effect on 1st January 1986.
Salary in accordance with Burnham Scale, Group 9.
Applications, with curriculum vitae and the names, addresses and telephone numbers of three referees, should be sent to the Clerk to the Governors, Redland High School, Redland Court Road, Bristol BS6 7EF. Tel. No. 45796. The closing date for applications is Monday 4th March 1985. (0580)

PRINCIPAL

- A leading London Tutorial College, preparing students for G.C.E. examinations in a wide range of subjects, seeks a new Principal for September 1985.
- The Post calls for an administrative background at senior level. In addition to good teaching experience. The Principal is responsible for all academic and pastoral matters and will be expected to take an active part in public and external relations.
- Candidates should ideally be aged 35-45, hold a good honours degree and be able to show a record of successful educational leadership.
- Salary is negotiable from £15,000 p.a. plus benefits.

For further information and an application form please contact: Mr. F. J. Smith, Gabbitas-Thring Services, 9, 7 & 8 Sackville Street, Piccadilly, London W1X 2BR. Tel: 01-734 0161.

(10629)

Gabbitas-Thring

Deputy Headships
Second Masters/ Mistresses

HAMPSHIRE
PORTSMOUTH HIGH SCHOOL
G.P.D.S.T.
25 Kent Road, Southsea, Hants. PO5 3EQ
Tel: 0705 826714
Required for September 1985, as Deputy Head (Burnham Deputy Scale Group 8) a well qualified graduate to assist in the general administration of the School. This is a new post and specific areas of responsibility will depend to some extent on the interests and skills of the successful candidate.
To apply by letter, enclosing curriculum vitae and names of 2 referees to the Headmistress, from whom further details may be obtained. Closing date for application February 27th. (34568) 160012

SURBITON HIGH SCHOOL FOR GIRLS
(Church Schools Co. Ltd.)
Surbiton Crescent, Kingston-on-Thames, Surrey, KT1 2JT
Required for September 1985

DEPUTY HEAD

Salary in accordance with Burnham Scale Group 8 plus London Weighting

Applications are invited for this post from communicant members of the Church of England.

Applicants should be well qualified academically and prepared to take a keen interest in all aspects of school life as well as teaching a part-time table.

Applications to the Headmistress enclosing curriculum vitae and the names and addresses of two referees.

Closing date for applications will be March 1st 1985. (10762)

THE SPASTICS SOCIETY

BEECH TREE SCHOOL
Nr. Royston, Herts

Scale 1 Teacher

This innovative residential school specialises in education multiply handicapped children with severe behaviour problems.

Scale 1 (S) BTS, Nr. Royston, Herts. SG8.

This post will be available 25th February, 1985 or 16th April, 1985. Applicants must have Special Education qualifications. As in-service training and support is given, recently qualified teachers interested in this challenging area of special education, are invited to apply.

Virginia Mallett, head Teacher, Beech Tree School, Meldreth, Nr. Royston, Herts. SG8 6LG.

Would applicants please send A4 size, self-addressed envelope for application form and further details of this post. (10607)

INDEPENDENT EDUCATION
continued

By Subject Classification

Art and Design

Other Assistants

BERKSHIRE

ELSTREE SCHOOL
Woolhampton, nr. Reading

Requires a full-time teacher of Art.

Please see main advertisement under Independent Schools other than by subjects. (33538) 181224

Careers

Heads of Department

SURREY

GUILDFORD HIGH SCHOOL (Church Schools Company Ltd.)
London Road, Guildford, Surrey GU1 1SJ.
Tel: (0483 61440)
HEAD OF CAREERS required for September on the retirement of the present holder. This is a girls' independent school with a strong academic tradition and the role of Head of Careers is an important one in the school. The post is part-time and is paid on Burnham Scale 3. It would be suitable for a candidate with experience of teaching and/or careers work.
Please apply by letter to the Headmistress enclosing curriculum vitae and the names of two referees. (33417) 181418

Classics

Heads of Department

CROYDON

CROYDON HIGH SCHOOL (Independent Day School 750 girls)
Required for September 1985, Head of Classics (Honours Graduate) Scale 3.
The person appointed will be required to teach both Latin and Greek to Oxford and Cambridge Entrance Examination level, and must have had experience of teaching classical studies to Advanced Level. The School has a strong Classics Department.
Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon, Surrey CR0 1AX. (41758) 181618

Other Assistants

CROYDON

CROYDON HIGH SCHOOL (Independent Day School 750 girls)
Required for one term (summer 1985) Honours Graduate to teach Classics to O and A level.
Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon, Surrey CR0 1AX. (41437) 181624

BEDFORD

BEDFORD MODERN SCHOOL
Independent: H.M.C.
1150 boys aged 7 - 18 years

Required for September 1985 a Graduate Classicist to teach Latin and Classical Civilisation to Advanced Level. The successful candidate may be required to offer a second teaching subject, preferably English, a Modern Language or Religious Education. Help with extra curricular activities, especially Rugby, Cricket or use of Edinburgh Award Scheme will be an advantage.

Salary - Burnham Scale I or IIa according to qualifications and experience.

Further details may be obtained from the Headmaster's Secretary, Bedford Modern School, Manton Lane, Bedford MK41 7NT to whom applications (by letter) should be made as soon as possible, quoting names of two referees. (33533) 181624

HERTFORDSHIRE

ST. MARGARET'S SCHOOL
Merryhill Road, Bushey, Watford, Herts.
Tel: 01-950 1568
Required for September 1985 a graduate Classicist to share in the teaching of Latin, Greek and Classical Civilisation throughout the School. A recently qualified graduate or an experienced teacher will be considered for the post.
Apply in writing to the Headmistress giving full curriculum vitae and names of two referees. (34448) 181624

Computer Studies

Other Assistants

BARNET

ST. MARTHA'S CONVENT
Barnet
Required in September, teacher of Computer Studies to O and A Levels.
Apply with c.v. and names of two referees to Headmistress, St. Martha's Convent, Camlet Way, Hadley, Barnet, Herts. (34446) 180924

BERKSHIRE

READNG BLUE COAT SCHOOL
Sonning-on-Thames, Berks. RG4 0SU

11 - 18 Day & Boarding

Teacher required September 1985 for Computer Studies. Department set up in 1983 is expanding as opportunities exist for development; qualification or experience in Electronics helpful.

Burnham scales. Single accommodation available.

Applications with C.V. and two referees to be sent to Headmaster who will send further details. (33852) 182024

SUSSEX

TEACHER I/C COMPUTING
An experienced graduate is required for September 1985, or earlier. Davies's College, Hove, is a small co-educational independent college for further education with 370 students. Computing is taught to GCE, A level, including City & Guilds Computer Literacy. The computing laboratory is equipped with BBC Model B hardware, including disc drives & a second processor. (Torch Z80).
Full details from The Principal, Davies's College, 44 Cromwell Road, Hove, Sussex BN3 3ER. Tel: Brighton (0273) 733911. (33951) 182024

Craft, Design & Technology

Heads of Department

EAST SUSSEX

MAYFIELD COLLEGE
Experienced teacher, for Easter or September 1985, to be responsible for the administration and development of this department. Full range of courses are offered up to 'A' level in Design and Technology and in Technical Drawing. Single accommodation may be available. A commitment to [illegible]
Apply for details from the Headmaster, Mayfield College, Mayfield, E. Sussex. Tel: (0435) 872041. (34451) 182118

Other Assistants

HERTFORDSHIRE

ST ALBANS SCHOOL
(HMC Sixth Form 900)

Required in September, a C.D.T. specialist to share in the work of the expanding Technical Studies Department. Salary on Burnham Scale 1 or 2 according to qualifications and experience.

Further details from the Headmaster, St Albans School, Abbey Gateway, St Albans, to whom applications should be sent with a c.v. and the names of two referees. (34461) 182124

ESSEX

NEW HALL SCHOOL
Boreham, Chelmsford CM3

(534 Girls on roll - 140 in Sixth Form)

A teacher of ECONOMICS & BUSINESS STUDIES (Scale 2) is required for September. The post would entail A-Level teaching in both subject areas within a flowing department. Candidates with previous teaching or industrial experience would be welcome.

Further details and application forms may be obtained from the Headmistress' Secretary at the above address. (35610) 182224

Economics & Business Studies

Heads of Department

SURREY

ROYAL GRAMMAR SCHOOL
Guildford

(HMC - 700 day boys 11 to 18 - 200 in 6th Form)

Required in September a Graduate to teach sixth-form ECONOMICS to A Level and University entrance and to assume responsibility for the Economics Department. Ability to teach one other academic subject, preferably Mathematics, Business Science, will be a distinct advantage, as will willingness to help with extra-curricular activities such as rugby, cricket, CCF and Scouts. Salary: Burnham plus. Scale 3 available for approximately qualified and experienced candidate. Possibility of help with accommodation.

Applications in the form of a full curriculum vitae supported by a letter of application quoting at least two referees, should be submitted to the Headmaster, Royal Grammar School, High Street, Guildford, Surrey GU1 3BB. (00099) 182218

Other Assistants

CORNWALL

TRURO SCHOOL
Cornwall
(H.M.C. - Independent Day and Boarding. 830 boys, 220 in Sixth Form, including 65 girls)
Required for SEPTEMBER 1985, a graduate to teach ECONOMICS in the Sixth Form, and another subject, preferably History in the Lower School. Please indicate your subjects clearly on your c.v.)
This is a post offering considerable scope to a candidate with teaching experience. Alternatively, well-qualified candidates seeking a first appointment will be seriously considered.
A salary on Scale 1, and possible eventual promotion to Head of Dept. may be available to a suitable candidate.
Willingness to participate in, and help organise games and extra-curricular activities may be a strong added recommendation.
Apply in writing to the HEADMASTER, with curriculum vitae, and names, addresses and telephone numbers of two referees. Truro School, Trennick Lane, Truro, Cornwall TR1 1TH.
Please mark the envelope 'Economics'. Acknowledgements will be sent to short-listed applicants only. (34045) 182324

ESSEX

NEW HALL SCHOOL
Boreham, Chelmsford CM3

(534 Girls on roll - 140 in Sixth Form)

A teacher of ECONOMICS & BUSINESS STUDIES (Scale 2) is required for September. The post would entail A-Level teaching in both subject areas within a flowing department. Candidates with previous teaching or industrial experience would be welcome.

Further details and application forms may be obtained from the Headmistress' Secretary at the above address. (35610) 182224

LONDON NW7

MILL HILL SCHOOL
Requires a graduate to teach ECONOMICS from September 1985; the post of Head of Department would be available from 1986 for a suitably qualified person. An ability to teach Business Studies will be an added recommendation, as would be help with extra-curricular activities (especially Rugby). The salary will range from pre-O level to Oxbridge entrance at the HMC standing day school of 535 pupils with 200 also in the Sixth Form and full location for culture and business-centres. MIH own ancillary scales (above Burnham); accommodation may be available.
Applications with full C.V. and details of referees (preferably Bursar) should be posted to the Head Master, Mill Hill School, London NW7 who will send further particulars. (35779) 182324

SURREY

ST. CATHERINE'S SCHOOL
Bramley, Guildford
Church of England Independent Day and Boarding School for 570 girls (5 - 18)
Required (for April) or September, an assistant teacher of ECONOMICS and BUSINESS STUDIES, approximately half a timetable of principally 'A' Level work. This would be a full time post if a second subject can be offered up to 'O' Level.
Please apply in writing to the Headmistress giving curriculum vitae and names and addresses of two referees. (34050) 182224

YORK

POCKLINGTON SCHOOL
near York
HMC - 580 Boarders 450 Day Boys (Girls in Sixth Form)
Required for September, 1985 A Graduate to teach ECONOMICS to 'A' and 'O' University levels. A willingness to be involved in the total life of the School, including the coaching of games, in important. A Tutorship in a Boarding House is available.
Please apply with C.V. and names of 2 referees, to: The Headmaster, Pocklington School, West Green, Pocklington, York YO4 2NJ. (34583) 182224

English

Other Assistants

BERKSHIRE

ST. GEORGE'S SCHOOL
Ascot, Berkshire SL5 7DZ

Girls' Independent Boarding & Day School (11 - 18 years)

G.S.A. member

Required for September 1985 a Junior English teacher to teach throughout the school up to 'O' level. Additional subjects: History/Classics would be advantage. Salary Burnham Scale. Possible accommodation available.

Applications in writing together with c.v. and names and addresses of two referees in the Headmistress. (34008) 182424

BERKSHIRE

DOLPHIN SCHOOL
ENGLISH PLUS HISTORY GRADUATE, INFANT/JUNIOR TEACHER
See main ad under Preparatory, Other than by subject. (34488) 182424

BUCKINGHAMSHIRE

WYCOMBE ABBEY SCHOOL
High Wycombe,
Buckinghamshire
Wanted in September 1985 graduate assistant English teacher to share teaching throughout the school. This would include some work for 'O' level, 'A' level and Oxford and Cambridge Entrance Examinations. Non-resident post. This could be a Scale 1 or Scale II post depending on experience.
Apply, with names of referees, to the Headmistress. (34479) 182424

BRISTOL

BRISTOL CATHEDRAL SCHOOL
College Green, Bristol BS1 5TJ

Tel: 291878

(H.M.C.: ex-Direct Grant Grammar School; 1,000 boys including sixth form and girls in Sixth Form)

Teacher required September 1985 to teach ENGLISH AND HISTORY throughout the school. Some involvement in the games programme would be an advantage.

This is a new post created in response to increasing numbers at the Sixth Form level. If you are a good teacher embarking on your career, but a good degree would be available for a suitably experienced candidate. Accommodation is available as a bonus.

Applicants should send a curriculum vitae in confidence, addresses and telephone numbers of two referees, in the first instance, to the Headmaster as soon as possible. (33838)

HERTFORDSHIRE

ST. ALBANS HIGH SCHOOL FOR GIRLS
Day & Boarding
450 girls aged 11 - 18
Required for September 1985 a specialist to teach English and Drama. Ability to teach Classics preferred. This could be a full time appointment or a Scale 2 post for a suitably qualified person.
Applications in writing with names and addresses of two referees to the Headmistress, from whom further particulars may be obtained. (41563)

DORSET

MILTON ABBEY SCHOOL
285 boys, all boarders
Required for September 1985, a GRADUATE to teach ENGLISH to A level standard with interest in CCF activities and the ability to coach Hockey or Rugby to 1st XI standard would be considered. Good recommendations.
Please apply with c.v., the names and addresses of two referees to the Headmaster, Milton Abbey, Blandford Forum, Dorset DT11 0BZ. (33777)

EAST SUSSEX

MAYFIELD COLLEGE
Required for September a teacher of English experienced in remedial teaching English as a Foreign Language to individuals and small groups of pupils up to Sixth Form level. There will also be opportunities to help with the school's extensive programme of games and out-of-school activities. Single accommodation may be available. A commitment to participate in the extra-curricular activities of the school is required.
Further details from the Headmaster, Mayfield College, Mayfield, E. Sussex. Tel: (0435) 872041. (34450)

LONDON NW7

MILL HILL SCHOOL
Requires a graduate to teach ECONOMICS from September 1985; the post of Head of Department would be available from 1986 for a suitably qualified person. An ability to teach Business Studies will be an added recommendation, as would be help with extra-curricular activities (especially Rugby). The salary will range from pre-O level to Oxbridge entrance at the HMC standing day school of 535 pupils with 200 also in the Sixth Form and full location for culture and business-centres. MIH own ancillary scales (above Burnham); accommodation may be available.
Applications with full C.V. and details of referees (preferably Bursar) should be posted to the Head Master, Mill Hill School, London NW7 who will send further particulars. (35779) 182324

SURREY

ST. CATHERINE'S SCHOOL
Bramley, Guildford
Church of England Independent Day and Boarding School for 570 girls (5 - 18)
Required (for April) or September, an assistant teacher of ECONOMICS and BUSINESS STUDIES, approximately half a timetable of principally 'A' Level work. This would be a full time post if a second subject can be offered up to 'O' Level.
Please apply in writing to the Headmistress giving curriculum vitae and names and addresses of two referees. (34050) 182224

YORK

POCKLINGTON SCHOOL
near York
HMC - 580 Boarders 450 Day Boys (Girls in Sixth Form)
Required for September, 1985 A Graduate to teach ECONOMICS to 'A' and 'O' University levels. A willingness to be involved in the total life of the School, including the coaching of games, is important. A Tutorship in a Boarding House is available.
Please apply with C.V. and names of 2 referees, to: The Headmaster, Pocklington School, West Green, Pocklington, York YO4 2NJ. (34583) 182224

English

Other Assistants

BERKSHIRE

ST. GEORGE'S SCHOOL
Ascot, Berkshire SL5 7DZ

Girls' Independent Boarding & Day School (11 - 18 years)

G.S.A. member

Required for September 1985 a Junior English teacher to teach throughout the school up to 'O' level. Additional subjects: History/Classics would be advantage. Salary Burnham Scale. Possible accommodation available.

Applications in writing together with c.v. and names and addresses of two referees in the Headmistress. (34008) 182424

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DOLPHIN SCHOOL
ENGLISH PLUS HISTORY GRADUATE, INFANT/JUNIOR TEACHER
See main ad under Preparatory, Other than by subject. (34488) 182424

BUCKINGHAMSHIRE

WYCOMBE ABBEY SCHOOL
High Wycombe,
Buckinghamshire
Wanted in September 1985 graduate assistant English teacher to share teaching throughout the school. This would include some work for 'O' level, 'A' level and Oxford and Cambridge Entrance Examinations. Non-resident post. This could be a Scale 1 or Scale II post depending on experience.
Apply, with names of referees, to the Headmistress. (34479) 182424

BRISTOL

BRISTOL CATHEDRAL SCHOOL
College Green, Bristol BS1 5TJ

Tel: 291878

(H.M.C.: ex-Direct Grant Grammar School; 1,000 boys including sixth form and girls in Sixth Form)

Teacher required September 1985 to teach ENGLISH AND HISTORY throughout the school. Some involvement in the games programme would be an advantage.

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Day & Boarding
450 girls aged 11 - 18
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DORSET

MILTON ABBEY SCHOOL
285 boys, all boarders
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EAST SUSSEX

MAYFIELD COLLEGE
Required for September a teacher of English experienced in remedial teaching English as a Foreign Language to individuals and small groups of pupils up to Sixth Form level. There will also be opportunities to help with the school's extensive programme of games and out-of-school activities. Single accommodation may be available. A commitment to participate in the extra-curricular activities of the school is required.
Further details from the Headmaster, Mayfield College, Mayfield, E. Sussex. Tel: (0435) 872041. (34450)

ESSEX

NEW HALL SCHOOL
Boreham, Chelmsford CM3 3HT
Tel: 0245 467566
(534 girls on roll - 140 in Sixth Form)
Required, for SEPTEMBER 1985, a graduate teacher of ENGLISH to share teaching throughout the school. This would include some work for 'O' level, 'A' level and Oxford and Cambridge Entrance Examinations. Non-resident post. This could be a Scale 1 or Scale II post depending on experience.
Apply, with names of referees, to the Headmistress' Secretary at the above address. (34479) 182424

LONDON NW7

MILL HILL SCHOOL
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Please apply in writing to the Headmistress giving curriculum vitae and names and addresses of two referees. (34050) 182224

YORK

POCKLINGTON SCHOOL
near York
HMC - 580 Boarders 450 Day Boys (Girls in Sixth Form)
Required for September, 1985 A Graduate to teach ECONOMICS to 'A' and 'O' University levels. A willingness to be involved in the total life of the School, including the coaching of games, is important. A Tutorship in a Boarding House is available.
Please apply with C.V. and names of 2 referees, to: The Headmaster, Pocklington School, West Green, Pocklington, York YO4 2NJ. (34583) 182224

Other Assistants

CORNWALL

TRURO SCHOOL
Cornwall
(H.M.C. - Independent Day and Boarding. 830 boys, 220 in Sixth Form, including 65 girls)
Required for SEPTEMBER 1985, a graduate to teach ECONOMICS in the Sixth Form, and another subject, preferably History in the Lower School. Please indicate your subjects clearly on your c.v.)
This is a post offering considerable scope to a candidate with teaching experience. Alternatively, well-qualified candidates seeking a first appointment will be seriously considered.
A salary on Scale 1, and possible eventual promotion to Head of Dept. may be available to a suitable candidate.
Willingness to participate in, and help organise games and extra-curricular activities may be a strong added recommendation.
Apply in writing to the HEADMASTER, with curriculum vitae, and names, addresses and telephone numbers of two referees. Truro School, Trennick Lane, Truro, Cornwall TR1 1TH.
Please mark the envelope 'Economics'. Acknowledgements will be sent to short-listed applicants only. (34045) 182324

ESSEX

NEW HALL SCHOOL
Boreham, Chelmsford CM3

(534 Girls on roll - 140 in Sixth Form)

A teacher of ECONOMICS & BUSINESS STUDIES (Scale 2) is required for September. The post would entail A-Level teaching in both subject areas within a flowing department. Candidates with previous teaching or industrial experience would be welcome.

Further details and application forms may be obtained from the Headmistress' Secretary at the above address. (35610) 182224

PERTHSHIRE

GLENALMOND

Required for September 1985. GRADUATE to teach ENGLISH throughout the school to 'O' and 'A' level. S.C.E. 'Higher' work also and taught in the Sixth Form. Willingness to help with extra-curricular activities expected.

Resident post with free married or single accommodation. Salary on Burnham scale above Burnham or Teviot.

Please apply with C.V. and names and addresses of two or more referees to The Warden, Glenalmond College, Perthshire PH1 3RY, from whom further details may be obtained. (34604) 182424

LEEDS

LEEDS GRAMMAR SCHOOL
Moorland Road, Leeds LS6 1AN

Independent Day School (1100 Boys)

Required for September 1985, a graduate to teach ENGLISH in the Sixth Form throughout the Department, throughout the school. Extra-curricular commitment an advantage.

Applications in writing please, together with names, addresses and telephone numbers of two referees to the Headmaster as soon as possible. (34036) 182434

NEWCASTLE UPON TYNE

DAME ALLAN'S GIRLS' SCHOOL
Eldon Square Crescent, Fenham, Newcastle upon Tyne NE4 9YJ
(Independent) (440 Girls: Sixth Form: 110)
Required September 1985.
Good Honours English Graduate to share in the teaching of English throughout the school. Ability to teach to O.C.E., Advanced and Oxford and Cambridge Entrance levels essential. Willingness to help with drama as well.
Scale 1 or Scale II Burnham.
Apply immediately to the Headmistress with full details of curriculum vitae, testimonials and the names and addresses of two referees. (34248) 182424

NORTH LONDON

FRIERN BARNET GRAMMAR SCHOOL
Friern Barnet Road, London N11 3DR
Tel: 01-368 3777
Wanted for September 1985: A teacher of English for this 11 - 16 boys' independent school. O-level courses are taught to all pupils up to 16. There will also be opportunities with the school's flourishing Sixth Form. A suitably experienced and qualified graduate is sought. A commitment to participate in the extra-curricular activities of the school is required.
Further details from the Headmaster, Friern Barnet Grammar School, Friern Barnet Road, London N11 3DR. (34134) 182624

History

Heads of Department

LEEDS

LEEDS GIRLS' HIGH SCHOOL
Headingley Lane, Leeds LS6 1BN
Tel: 0532 744000
(Grammar School Foundation)
Required for September 1985, an experienced and well qualified graduate to be HEAD OF THE HISTORY DEPARTMENT. Burnham Scale 3.
Further details and application forms are available from the secretary at the above address. Closing date for applications Thursday, 28 February. (33583) 182618

SURREY

CATERHAM SCHOOL
HMC Boarding and Day, 430 pupils. 6th Form of 175 includes day girls
Required for September, 1985, due to retirement HEAD OF HISTORY responsible for the teaching and organisation of the subject throughout the school (15 - 18), including Oxbridge work, to be involved in the life of a boarding and day school is appreciated. Salary Burnham Scale according to qualifications and experience.
Applications with full curriculum vitae and names of TWO referees, should be sent to The Headmaster, Caterham School, Harestone Valley, Caterham, Surrey CR3 6YA. (33605) 183818

Other Assistants

BERKSHIRE

DOLPHIN SCHOOL
ENGLISH PLUS HISTORY GRADUATE, INFANT/JUNIOR TEACHER
See main ad under Preparatory other than by subject. (34488) 182424

MANCHESTER

MANCHESTER JEWISH GRAMMAR SCHOOL
Charlston Avenue, Prestwich M25 8FE
A young enthusiastic HONOURS GRADUATE required for April/September 1985 to teach GEOGRAPHY to 'O' level in this boys Grammar School. The department has an excellent academic record with an 100% pass rate at 'O' level. The successful applicant will be expected to assist with football and the Duke of Edinburgh's Award Scheme. Burnham Scale 1 or 2 according to experience.
Applications with C.V. and names, addresses and telephone numbers of 2 referees to the Headmaster. (34245) 182424

OXFORD

RYE ST ANTONY SCHOOL
Oxford
Independent Boarding and Day School for Girls
Required in September qualified teacher of GEOGRAPHY throughout the School, to assist with English, Religious Education or P.E. Scale 1. R.C. resident preferred.
Apply with C.V. and names and addresses of two referees to the Headmistress, Rye St Antony School, Cutteslowe Lane, Headington Hill, Oxford OX3 0BY. (34134) 182624

History

Heads of Department

LEEDS

LEEDS GIRLS' HIGH SCHOOL
Headingley Lane, Leeds LS6 1BN
Tel: 0532 744000
(Grammar School Foundation)
Required for September 1985, an experienced and well qualified graduate to be HEAD OF THE HISTORY DEPARTMENT. Burnham Scale 3.
Further details and application forms are available from the secretary at the above address. Closing date for applications Thursday, 28 February. (33583) 182618

SURREY

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HMC Boarding and Day, 430 pupils. 6th Form of 175 includes day girls
Required for September, 1985, due to retirement HEAD OF HISTORY responsible for the teaching and organisation of the subject throughout the school (15 - 18), including Oxbridge work, to be involved in the life of a boarding and day school is appreciated. Salary Burnham Scale according to qualifications and experience.
Applications with full curriculum vitae and names of TWO referees, should be sent to The Headmaster, Caterham School, Harestone Valley, Caterham, Surrey CR3 6YA. (33605) 183818

Other Assistants

BERKSHIRE

DOLPHIN SCHOOL
ENGLISH PLUS HISTORY GRADUATE, INFANT/JUNIOR TEACHER
See main ad under Preparatory other than by subject. (34488) 182424

MANCHESTER

MANCHESTER JEWISH GRAMMAR SCHOOL
Charlston Avenue, Prestwich M25 8FE
A young enthusiastic HONOURS GRADUATE required for April/September 1985 to teach GEOGRAPHY to 'O' level in this boys Grammar School. The department has an excellent academic record with an 100% pass rate at 'O' level. The successful applicant will be expected to assist with football and the Duke of Edinburgh's Award Scheme. Burnham Scale 1 or 2 according to experience.
Applications with C.V. and names, addresses and telephone numbers of 2 referees to the Headmaster. (34245) 182424

OXFORD

RYE ST ANTONY SCHOOL
Oxford
Independent Boarding and Day School for Girls
Required in September qualified teacher of GEOGRAPHY throughout the School, to assist with English, Religious Education or P.E. Scale 1. R.C. resident preferred.
Apply with C.V. and names and addresses of two referees to the Headmistress, Rye St Antony School, Cutteslowe Lane, Headington Hill, Oxford OX3 0BY. (34134) 182624

Geography

Heads of Department

PETERBOROUGH

OUNDLE SCHOOL

Required for September 1985, HEAD OF GEOGRAPHY to take the charge of a successful and expanding department. Geography is taught throughout the School, including Oxbridge entrance and the Head of Department will be expected to supervise the development of the School Council 16 - 18 'A' Level course at Oundle.

Accommodation is available to both unmarried and married staff.

Applications, including the names of two referees, should be sent to The Headmaster, The Grange School, Oundle, Peterborough PE8 4EN. (34618) 182618

SURREY

PARSONS MEAD
Ashtead, Surrey
Girls' Independent Day & Boarding School
Required in September 1985, to teach GEOGRAPHY throughout the School up to 'O' level. Ability to assist with English, Religious Education or P.E. Scale 1. R.C. resident preferred.
Apply with C.V. and names and addresses of two referees to the Headmistress, Parsons Mead, Ashtead, Surrey KT21 2ED. (34134) 182624

History

Heads of Department

LEEDS

LEEDS GIRLS' HIGH SCHOOL
Headingley Lane, Leeds LS6 1BN
Tel: 0532 744000
(Grammar School Foundation)
Required for September 1985, an experienced and well qualified graduate to be HEAD OF THE HISTORY DEPARTMENT. Burnham Scale 3.
Further details and application forms are available from the secretary at the above address. Closing date for applications Thursday, 28 February. (33583) 182618

SURREY

CATERHAM SCHOOL
HMC Boarding and Day, 430 pupils. 6th Form of 175 includes day girls
Required for September, 1985, due to retirement HEAD OF HISTORY responsible for the teaching and organisation of the subject throughout the school (15 - 18), including Oxbridge work, to be involved in the life of a boarding and day school is appreciated. Salary Burnham Scale according to qualifications and experience.
Applications with full curriculum vitae and names of TWO referees, should be sent to The Headmaster, Caterham School, Harestone Valley, Caterham, Surrey CR3 6YA. (33605) 183818

Other Assistants

BERKSHIRE

DOLPHIN SCHOOL
ENGLISH PLUS HISTORY GRADUATE, INFANT/JUNIOR TEACHER
See main ad under Preparatory other than by subject. (34488) 182424

MANCHESTER

MANCHESTER JEWISH GRAMMAR SCHOOL
Charlston Avenue, Prestwich M25 8FE
A young enthusiastic HONOURS GRADUATE required for April/September 1985 to teach GEOGRAPHY to 'O' level in this boys Grammar School. The department has an excellent academic record with an 100% pass rate at 'O' level. The successful applicant will be expected to assist with football and the Duke of Edinburgh's Award Scheme. Burnham Scale 1 or 2 according to experience.
Applications with C.V. and names, addresses and telephone numbers of 2 referees to the Headmaster. (34245) 182424

OXFORD

RYE ST ANTONY SCHOOL
Oxford
Independent Boarding and Day School for Girls
Required in September qualified teacher of GEOGRAPHY throughout the School, to assist with English, Religious Education or P.E. Scale 1. R.C. resident preferred.
Apply with C.V. and names and addresses of two referees to the Headmistress, Rye St Antony School, Cutteslowe Lane, Headington Hill, Oxford OX3 0BY. (34134) 182624

DEVON

EXETER SCHOOL
Devon

HMC 600 pupils

Requires for September 1985:

HISTORY TEACHER.

A graduate to teach History throughout the School. Hists with Houses Tutoring and games an asset. Single accommodation available. Scale 1 post.

Details available from the School.

Applications with CV and names of 2 referees to the Headmaster, Exeter School, Exeter EX2 4NS. (34483) 182824

NOTTINGHAM

NOTTINGHAM HIGH SCHOOL
Independent Day School - 800 boys - HMC

Graduate required for September to teach Modern History to 'A' Level, together with History for all age groups in this highly selective school. The Department has an outstanding record at 'O' 'A' and Open Scholarship level.

Help with games and/or other extra curricular activities a strong recommendation.

Initial salary Scale 1 with Burnham Allowances.

Applications with curriculum vitae and names, addresses and telephone numbers of two referees to The Headmaster, Nottingham High School, Waverley Mount, Nottingham NG7 4ED. Tel: (0602) 786056. (34603) 182824

SURREY

EWELL CASTLE SCHOOL
Ewell, Surrey
(355 boys 11 - 18) Day School
Required for September 1985 a graduate to teach History up to Advanced Level.
This post requires an enthusiastic teacher who is prepared to play a full part in the extra-curricular life of the school. An interest in Games would be an advantage.
A Scale 2 post may be offered for a suitably experienced candidate.
Applications to the Headmaster with full C.V. and names and addresses of 2 referees. (33414) 182924

SURREY

WILLIAM PERKINS'S SCHOOL
Guildford Road, Chertsey, Surrey KT16 9BN
Independent Day School. 445 girls aged 11 - 18 years
Required for September, 1985, a Graduate teacher of History to share the work of the Department to 'A' level and Oxbridge Entrance.
Applications are invited from experienced teachers who would be considered for the Headship of the department, and also from those seeking a first or second appointment.
Candidates should be good Honours graduates with a scholarly approach to the subject, and should be prepared to be involved in Sixth Form general studies and other areas of school life outside the classroom.
Salary on the Burnham scale according to qualifications and experience.
Please apply to Headmistress with Curriculum Vitae and names of two referees. (34126) 182824

NOTTINGHAM

NOTTINGHAM HIGH SCHOOL
Independent Day School - 800 boys - HMC

Graduate required for September to teach Modern History to 'A' Level, together with History for all age groups in this highly selective school. The Department has an outstanding record at 'O' 'A' and Open Scholarship level.

Help with games and/or other extra curricular activities a strong recommendation.

Initial salary Scale 1 with Burnham Allowances.

Applications with curriculum vitae and names, addresses and telephone numbers of two referees to The Headmaster, Nottingham High School, Waverley Mount, Nottingham NG7 4ED. Tel: (0602) 786056. (34603) 182824

SURREY

EWELL CASTLE SCHOOL
Ewell, Surrey
(355 boys 11 - 18) Day School
Required for September 1985 a graduate to teach History up to Advanced Level.
This post requires an enthusiastic teacher who is prepared to play a full part in the extra-curricular life of the school. An interest in Games would be an advantage.
A Scale 2 post may be offered for a suitably experienced candidate.
Applications to the Headmaster with full C.V. and names and addresses of 2 referees. (33414) 182924

EAST SUSSEX

BATTLE ABBEY SCHOOL
(Girls 140 plus 150 in 6th)
Qualified Geography teacher required from September 1985 to teach Geography throughout the school including 'A' level. Post can be resident or non-resident.
Please send College age to the Secretary to the Headmaster for further details and an application form. (41508) 182624

EAST SUSSEX

MAYFIELD COLLEGE
Required September an experienced teacher to teach and coach games, subject up to 'A' level. A full commitment of time and energy and willingness to participate in extra-curricular activities is required. Single accommodation may be available.
Further details available from the Headmaster, Mayfield College, Mayfield, E. Sussex. Tel: (0435) 872041. (34453) 182624

LONDON (ESSEX)

CHIGWELL SCHOOL
HMC 800 boys/Sixth Form girls
Graduate required from September, 1985 to teach GEOGRAPHY throughout the Senior and Junior Schools, and to Oxbridge level. Willingness to help in extra-curricular activities essential. Salary above Burnham Scale.
Further details from the Headmaster, Chigwell School, Chigwell, Essex IG7 6QF (tel: 01-500 1566), to whom applications should be sent with c.v. and names of two referees. (33993) 182624

MANCHESTER

MANCHESTER JEWISH GRAMMAR SCHOOL
Charlston Avenue, Prestwich M25 8FE
A young enthusiastic HONOURS GRADUATE required for April/September 1985 to teach GEOGRAPHY to 'O' level in this boys Grammar School. The department has an excellent academic record with an 100% pass rate at 'O' level. The successful applicant will be expected to assist with football and the Duke of Edinburgh's Award Scheme. Burnham Scale 1 or 2 according to experience.
Applications with C.V. and names, addresses and telephone numbers of 2 referees to the Headmaster. (34245) 182424

DEVON

EXETER SCHOOL
Devon

HMC 600 pupils

Requires for September 1985:

HISTORY TEACHER.

A graduate to teach History throughout the School. Hists with Houses Tutoring and games an asset. Single accommodation available. Scale 1 post.

Details available from the School.

Applications with CV and names of 2 referees to the Headmaster, Exeter School, Exeter EX2 4NS. (34483) 182824

NOTTINGHAM

NOTTINGHAM HIGH SCHOOL
Independent Day School - 800 boys - HMC

Graduate required for September to teach Modern History to 'A' Level, together with History for all age groups in this highly selective school. The Department has an outstanding record at 'O' 'A' and Open Scholarship level.

Help with games and/or other extra curricular activities a strong recommendation.

Initial salary Scale 1 with Burnham Allowances.

Applications with curriculum vitae and names, addresses and telephone numbers of two referees to The Headmaster, Nottingham High School, Waverley Mount, Nottingham NG7 4ED. Tel: (0602) 786056. (34603) 182824

SURREY

EWELL CASTLE SCHOOL
Ewell, Surrey
(355 boys 11 - 18) Day School
Required for September 1985 a graduate to teach History up to Advanced Level.
This post requires an enthusiastic teacher who is prepared to play a full part in the extra-curricular life of the school. An interest in Games would be an advantage.
A Scale 2 post may be offered for a suitably experienced candidate.
Applications to the Headmaster with full C.V. and names and addresses of 2 referees. (33414) 182924

Home Economics

Other Assistants

SURREY

GREENACRE SCHOOL
Banstead, Surrey
Girls' Independent School
Member of GSA
Required for September 1985 ECONOMICS in FASHION and TEXTILES Specialist, to teach the subject up to 'O' and 'A' level. Willingness to contribute to the extra-curricular life of the School essential.
Apply in writing to the Headmistress with c.v. and names of two professional referees. (34466) 183094

SURREY

GREENACRE SCHOOL
Banstead, Surrey
Girls' Independent School
Member of GSA
Required for September 1985 ECONOMICS in FASHION and TEXTILES Specialist, to teach the subject up to 'O' and 'A' level. Willingness to contribute to the extra-curricular life of the School essential.
Apply in writing to the Headmistress with c.v. and names of two professional referees. (34466) 183094

BATH

BATH HIGH SCHOOL
(G.P.D.S.T.)
Lyncombe Vale, Lansdown, Bath
Required for September 1985 Graduate to teach Mathematics and Physics.
Applications with names of referees to the Headmistress in writing. (34616) 183424

Mathematics

Heads of Department

CROYDON

THE OLD PALACE SCHOOL (Independent Day School 750 girls)
Required for September 1985, Head of Mathematics (Honours Graduate) (Scale 4). The School has a good Mathematics Department and subject is studied by a high proportion of girls in the Sixth Form. The person appointed must be capable of teaching to Oxford and Cambridge entrance level, and be aware of new developments in the teaching of this subject.
Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon, Surrey CR0 1AX. (41424) 183418

LONDON SE21

DULWICH COLLEGE PREPARATORY SCHOOL
A graduate teacher is required in September 1985 to lead the Maths Department of this large Preparatory School. The teacher appointed will be in charge of which will be up to public school standard. Experience would be in the 9 - 13 age group of which the candidate should have previ

INDEPENDENT EDUCATION
continued

BEDFORD

BEDFORD HIGH SCHOOL
1775 girls in Senior School (200 in Sixth Form)
Required in September 1985, a well qualified and enthusiastic graduate Mathematician. Minors can 70 six study Mathematics and Further Mathematics to A level and A and O levels. The successful applicant will be expected to teach throughout the age range 11 to 18, and up to university entrance standard. Participation would be welcomed both from recent graduates and from experienced teachers. Burnham Scale 1 or 2 according to qualifications and experience.
The Post could be full or part time.
Please apply to the Headmistress in writing, with full curriculum vitae, names and addresses of two referees and a stamped addressed envelope. (341300) 183424

BERKSHIRE

MATHEMATICS

DOUAI SCHOOL
Berkshire

ROMAN CATHOLIC -
H.M.C.

270 boys, boarding, age 13 - 18 plus 30 age 11 - 13

Graduate MATHEMATICIAN to play a full role in the Department required SEPTEMBER 1985.

The ability to contribute to the wider curriculum of the school would be an advantage.

Douai Salary Scale.

Applications with full C.V. should be made to: The Headmaster, Douai Abbey, Woolhampton, Reading RG7 5TE. (01 985) 183484

BERKSHIRE

ST GEORGE'S SCHOOL
Ascot, Berkshire SL5 7DZ

Girls' Independent Boarding & Day School (11 - 18 years)

G.S.A. Member

Required for September 1985 a teacher of Mathematics to 'O' level and some Computing. Salary Burnham Scale. Possible accommodation available.

Applications in writing together with names and addresses of two referees to the Headmistress. (340 00) 183424

BRISTOL

CLIFTON COLLEGE
Bristol

Young graduate required for September 1985 to teach Mathematics up to Oxford and Cambridge Entrance standard.

All Mathematics teaching is concentrated in the Coulson Centre for Mathematics and Technical Activities, opened in 1980.

Salary: Clifton scale.

Accommodation available.

Applications enclosing curriculum vitae and the names of two referees to the Headmaster, Clifton College, Bristol BS8 3JH, from whom further details may be obtained. (034473) 183424

CHANNEL ISLANDS

THE LADIES' COLLEGE
Guernsey
(Independent (G.B.G.S.A.) Direct Grant Day Girls' School, 500 pupils, 5 - 18 years, with approx. 90 in combined Sixth Form.
Required for September 1985 - well qualified teacher to take COMPUTER STUDIES to 'O' Level and be responsible for computer science throughout the school to Sixth Form level. The above teaching is at present combined in a full-time post with the teaching of MATHEMATICS throughout the school. However, a full-time teacher could also be considered since this post could be combined with teaching in other subject areas such as physics, economics or statistics. Preference would, in fact, be given to candidates who can offer PHYSICS to 'O' Level standard. A full-time post will be paid on Burnham Scale 1.
Housing in Guernsey is controlled by the Housing Authority. Any person wishing to purchase or rent a dwelling must obtain from the Housing Authority for permission to occupy that dwelling.
Please apply in writing to the Principal as soon as possible, including on a SEPARATE sheet a full curriculum vitae with names, addresses and telephone numbers of at least two referees. (33970) 183424

ESSEX

NEW HALL SCHOOL
Boreham, Chelmsford CM3 3HT

(Tel: 0245 467588)

(534 girls in Roll - 140 in Sixth Form)

Required for September 1985 a graduate MATHEMATICIAN to teach at all levels including Sixth Form. Burnham Scale post available for an experienced candidate.

Application forms and further details available from Headmistress's Secretary at the above address. (344630) 183424

HERTFORDSHIRE

ST ALBANS SCHOOL

(HMC, Sixth Form 200)

Required in September, 1985 a graduate to teach Mathematics at all levels of the school in a large and flourishing department. Experience in computer studies an extra qualification. Burnham Scale II available for a suitably qualified person.

Further Details from the Headmaster, St Albans School, Abbey Gateway, St Albans, to whom applications should be sent with full curriculum vitae and names of two referees. (34471) 183424

LONDON NW3

UNIVERSITY COLLEGE SCHOOL
Required, September 1985, Assistant Teacher at the Junior Branch (boys aged 7 to 13), mainly for MATHEMATICS, but enthusiasm for other general activities and games a strong recommendation.

Independent Salary Scale; (five-day week).

Apply in writing with C.V. and names of two referees to The Headmaster, UCS, 1 Holly Hill, Hampstead, NW3 6ON. (33077) 183424

LONDON NW3

Full-time Mathematics teacher required in September 1985 to teach Mathematics to Sixth Form. Priority given to further training to small senior group. London Burnham Scale.

Applications in writing to: The Headmistress, St Margaret's School, 18 Kidderpore Gardens, London, NW3. (34447) 183424

LONDON SE12

COLFE'S SCHOOL

HMC. 630 Day boys. 170 Vith form

Required in September 1985 to teach MATHEMATICS to A & S Levels. Over half the Sixth Form study Mathematics. Interest in Computer Studies an advantage. Assistance with games (Rugby, Soccer, Cricket) or Activities (Music, Drama) welcomed.

Colfe's Salary Scale (above Burnham 2 plus Inner London Allowance) available for suitably qualified/experienced applicants. New teachers may apply.

Further details from, applications to Headmaster with full curriculum vitae and names of 2 referees before Feb. 22nd. Tel: 01-852 2283. (33644) 183424

LONDON

SEFI SHAMMAI GRAMMAR SCHOOL
14 Beckhland Road, London N16 6BD

Required in September 1985 suitably qualified Maths teacher.

Applicants should write to the Headteacher enclosing C.V. (41685) 183424

LONDON

FOREST SCHOOL
London E17 3PY (Epping Forest Area)
Independent (HMC) 490 boys Preparatory School - 280 boys Girls' School - 260 Co-educational Sixth Form
The GIRLS' SCHOOL requires a good graduate (new entrant or experienced teacher) for September 1985 to teach MATHEMATICS (MEI Syllabus) to 'O' level in the Girls' School and to 'A' level and Oxbridge standard in the Joint Sixth Form. An interest in computing would enable the successful applicant to take advantage of the School's extensive new facilities. Ability to assist with Girls' CCF, games and other activities an advantage. Burnham Scale 1 or 2 plus Outer London Allowance. Help with accommodation possible.
Apply with c.v. and names of 2 referees to the Headmistress of the Girls' School from whom further details are available. (34486) 183424

NORTH WALES

PENRHOS COLLEGE
Colwyn Bay, North Wales
Independent Boarding and Day School, 300 girls, G.B.A.
MATHEMATICS
Graduate required for September, 1985 to join a strong Mathematics department. Enthusiasm, initiative and energy plus willingness to be involved in the wider life of the school are asked for and a strong interest in computers would be an asset. Newly qualified teachers are welcome to apply. Preferably resident(ial). Burnham
Letter of application, including curriculum vitae and names of three referees to the Headmaster. (41583) 183424

SOMERSET

BRUTON SCHOOL FOR GIRLS
Sunny Hill, Bruton, Somerset BA10 0NT
(Independent, 570 girls, Boarding and Day)
Required for September 1985 a good honours graduate to teach Mathematics throughout the school, possibly to 'A' Level.
Apply to the Headmistress at the school including full curriculum vitae, names of two referees and [illegible] (33898)

SHROPSHIRE

BEDSTONE COLLEGE
(G.B.A., S.H.M.I.S.)

MATHEMATICS GRADUATE

Required for September 1985 for Senior Co-Educational Sixth Form Boarding School teaching up to and including Advanced Level work. Accommodation available for single or married teacher.

Full curriculum vitae to the Headmaster stating outside interests (e.g. Rugby, Netball, Sailing, Squash, Music).

BEDSTONE COLLEGE, BUCKNELL, SHROPSHIRE SY7 0BG. (34053) 183424

SOMERSET

KING'S COLLEGE
Taunton
(Western Division, Woodard Corporation)
HMC - Boarding 13 - 18, 500 pupils, Sixth Form of 180)
Required for September, 1985, Graduate to teach Mathematics throughout the school to Scholarship level. This post would suit Kitsen someone recently qualified OR an experienced teacher for whom an appointment as Deputy Head of Mathematics would be available.
Burnham scale with special responsibility allowance. Salary negotiable according to age and experience.
Applications with full Curriculum Vitae and names and addresses of two referees to the Headmaster, King's College, Taunton TA1 3DY. (34111) 183424

WEST SUSSEX

ST MICHAELS BURTON PARK
Petworth
(A Woodard Corporation Girls' School)
Wanted for September 1985 a graduate teacher of Mathematics to teach throughout the school. The ability to teach some computing would be an added recommendation but is not essential. This post would be suitable for someone seeking a first appointment. St Michaels is an independent girls' boarding school with a few day girls in the country thirteen miles north of Chichester. The post could be either resident or non-resident.
Please apply to the Lady Warden, St Michaels Burton Park, Petworth, West Sussex GU28 0LE giving the names of three referees. (34954) 183424

Further details from, applications to Headmaster with full curriculum vitae and names of 2 referees before Feb. 22nd. Tel: 01-852 2283. (33644) 183424

WILTSHIRE

ST MARY'S SCHOOL
Calne, Wiltshire

Independent boarding school for 300 girls. Large Sixth Form

Required for Summer Term 1985, a well qualified Mathematics graduate to teach to subject to 'A' Level and university entrance standard. Interest in Computer Studies would be a very strong recommendation. Burnham Scale II. Resident or non-resident post.

Apply to the Headmistress with c.v. and the names and addresses of referees. (34744) 183424

WOLVERHAMPTON

WOLVERHAMPTON GRAMMAR SCHOOL

600 day boys. Girls in sixth form. HMC

GRADUATE TEACHER OF MATHEMATICS

Required for September, to join a strong department and teach the subject to all levels. Interest in computing and/or sports and outdoor activities welcome. Salary according to qualifications and experience. Might be a suitable first appointment.

Letters of application (no forms) with a curriculum vitae and names of two referees to the Headmaster, from whom further particulars can be obtained. (Tel: 0902 714004). (33384) 183424

WORCESTERSHIRE

Required for September 1985, two Maths teachers to teach O and A Level standard, ideally one teacher with Computer Studies and the other with Accounts.
Apply with C.V. and names of two referees to the Headmaster, Ashley International College, Leavesden Works. (34118) 183424

WORCESTERSHIRE

MALVERN GIRLS' COLLEGE
Worcestershire
Independent Boarding School for 520 girls with a Sixth Form of 160

MATHEMATICS
Well qualified graduate Mathematician required for September 1985 to join a department of six, the school follows modern syllabuses and a specialist must be prepared to run the subject throughout the school to university entrance.
Burnham Scale 1.
Applications to the Headmistress with copies of testimonials, if available, and the names and addresses of two referees by 28th February. (34454) 183424

Modern Languages

Heads of Department

WEST YORKSHIRE

HIPPERHOLME GRAMMAR SCHOOL
Halifax HX3 8JE
580 boys (11 - 18) Sixth Form 73
becoming Independent and Co-educational from September next
Good Honours Graduate as HEAD OF MODERN LANGUAGES Scale 4, required in September 1985. To be responsible for the teaching of French and German throughout the school to University Scholarship standard. Willingness to assist with extra-curricular activities games a strong recommendation.
Apply by letter (no forms), giving curriculum vitae, and names and addresses of 2 referees, to the Headmaster Designate, 38 Pulens Crescent, Petersfield, Hampshire GU31 4DH. (33008) 183618

Other Assistants

BATH

KING EDWARD'S SCHOOL
Bath
(Ex-Direct Grant, Independent Day School, HMC) 600 boys
Required in September 1985 a graduate with Headmaster to teach FRENCH (to A-level) and GERMAN (to O-level). Enthusiastic commitment to modern communicative approach essential (language laboratory available); willingness to take responsibility for exchange visits and extra-curricular activities an advantage.
Applications with curriculum vitae and the names and addresses of two referees should be sent immediately to Peter Carter, King Edward's School, North Road, Bath. (33386) 183624

BEDFORD

BEDFORD SCHOOL
(HMC Independent - 720 boys)
Required for September 1985, a well qualified graduate to teach FRENCH throughout the School within the Modern Languages Department, which enjoys recently extended and modern facilities. German and Spanish are also taught to Oxford and Cambridge entrance level, and an ability to offer one of these languages would be an advantage.
An ability to help with extra-curricular activities would be an advantage. Bedford School is very busy.
Further details may be obtained from the Head Master, Bedford School, Burnaby Road, Bedford MK40 2TU, to whom application should be made together with a full curriculum vitae and the names of two referees. (34456) 183624

CAMBRIDGESHIRE

THE PERSE SCHOOL FOR GIRLS
Cambridge

Required in September 1985 qualified good honours graduate to teach French and/or Spanish throughout the School to O, A and S Level, and Oxbridge entrance.

Applications with details of qualifications, experience and the names and addresses and telephone numbers of two referees should be addressed to the Headmistress

INDEPENDENT EDUCATION

continued

Science

Heads of Department

BRISTOL

CLIFTON HIGH SCHOOL FOR GIRLS
Bristol BS8 3JD
Required for September 1985: Head of Chemistry Department to teach throughout the Senior School, including some Physical Science. Burnham Scale 3.
Good qualifications and experience essential.
Apply immediately to the Headmistress, enclosing testimonials/names and addresses of two referees and your telephone number. (30561) 184818

BRISTOL

CLIFTON HIGH SCHOOL FOR GIRLS
Bristol BS8 3JD
Required from September 1985: Head of Science Department to share in the Science teaching throughout the Senior School and to co-ordinate the specialist Science departments. Burnham Scale 4.
Good qualifications and experience essential. Apply immediately to the Headmistress, enclosing testimonials/names and addresses of two referees and your telephone number. (30563) 184818

CROYDON

TRINITY SCHOOL
Croydon
(Independent, HMC, 740 boys)
The post of HEAD of PHYSICS becomes vacant in September 1985.
The school is seeking a person capable of sustaining the distinguished record of the department, and an appropriate salary will be paid.
Applications (no forms) should be submitted by 28 February to The Headmaster, Trinity School, Shirley Park, Croydon CR9 7AT from whom further details may be obtained. (33035) 184818

SURREY

ST. CATHERINE'S SCHOOL
Bramley, Guildford
Church of England
Independent Day and Boarding School of 570 girls (5 - 18):
Required for September an experienced graduate HEAD OF BIOLOGY with responsibility to the Head of Science for the teaching of this subject throughout the School. Burnham Scale 2 salary. Governmental superannuation.
Please apply to the Headmaster's Secretary for further details. (34214) 184818

WEST YORKSHIRE

HIPPERHOLME GRAMMAR SCHOOL
Halifax HX3 8JE
580 boys (11 - 18) Sixth Form 75
becoming Independent and Co-educational from September 1985.
Well Qualified Graduate as HEAD OF PHYSICS Scale 3, required in September 1985, to be responsible for the teaching of Physics to University Scholarship standard. Head of Science post (Scale 4) might be available to a candidate of exceptional calibre.
Apply by letter (no forms), giving curriculum vitae, and names and addresses of 2 referees, to the Headmaster Designate, 3a Pulpit Croft, Ecclesfield, Sheffield, Hampshire GU31 4DH. (33008) 184818

WEST YORKSHIRE

WAKEFIELD GIRLS' HIGH SCHOOL

700 girls, 180 in the Sixth Form

Required in September 1985 Head of Chemistry to lead a department of 5 teachers (three full-time, two part-time) and teach throughout the school to University entrance standard.

The VI Form has a strong tradition of achievement in Science.

Apply Head Mistress giving details of qualifications and experience and names of referees. (33966) 184818

Other Assistants

BATH

KING EDWARD'S SCHOOL Bath.
(Ex-Direct Grant, Independent Day School, HMC, 600 boys)
Required in September 1985 a graduate with experience to teach PHYSICS up to and including Oxbridge level in a strong and flourishing department. Some Sixth CHEMISTRY would be preferred for Mathematics). This post offers an exciting opportunity with excellent prospects for the right candidate.
Application with curriculum vitae and the names of two referees should be sent immediately to The Headmaster, King Edward's School, North Road, Bath. (33287) 184824

BERKSHIRE

PANGBOURNE COLLEGE
Required for September 1985 a graduate to teach Chemistry at all levels in a flourishing department with well equipped laboratories. Nuffield syllabus used.
Ability to help with games and extra-curricular activities an additional recommendation. Accommodation available.
Apply to The Headmaster, Pangbourne College, Pangbourne, Reading, Berks. RG8 7LA, with names of two referees. (33967) 184824

BRIGHTON

ROEDEAN SCHOOL
Brighton

Required for September 1985, a well qualified and enthusiastic graduate to teach Chemistry throughout the School to Oxbridge level. An ability to teach some combined science in the junior school would be an advantage. The successful candidate would join a very well equipped science department, which has 12 members of staff and excellent technical assistance.

The position carries a Burnham Salary, according to qualifications and experience.

Applications, together with curriculum vitae and names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon, Surrey CR0 1AX. (41436) 184824

CROYDON

THE OLD PALACE SCHOOL
Independent Day School 750 girls
Required for September 1985, Honours Graduate to teach Physics to Oxford and Cambridge entrance level. The school has a flourishing Biology Department and the post would be equally suitable for either an experienced person or a well qualified beginner. An interest in Electronics would be welcome. Salary according to qualifications and experience. Could be Scale 3 for the right person.
Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon, Surrey CR0 1AX. (41436) 184824

CROYDON

THE OLD PALACE SCHOOL
(Independent Day School 750 girls)
Required for September 1985, Honours Graduate to teach Biology to Oxford and CSE entrance level. The school has a flourishing Biology Department and the post would be equally suitable for either an experienced person or a well qualified beginner. For an experienced person the post could be Scale 3. For an exceptionally qualified person, there is the possibility of a Scale 4.
Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon, Surrey CR0 1AX. (414351) 184824

CROYDON

TRINITY SCHOOL
Croydon
Head of Physics required - see Independent School. (33056) 184824

DERBYSHIRE

REPTON SCHOOL
Derbyshire
(H.M.C. 315 boys: 60 VIth form girls)
Required for September 1985, well qualified graduate to teach Biology throughout the school. Own salary scale above Burnham. Accommodation available.
Help with games or outdoor activities a definite advantage.
Applications, with full curriculum vitae and the names of two referees to the Headmaster, The Hall, Repton, Derby DE6 6FH as soon as possible and not later than Friday, 22nd February 1985. (353395) 184824

CHELTENHAM

CHELTENHAM COLLEGE
Required for September 1985 a graduate to teach CHEMISTRY to all levels. An ideal post for a young, enthusiastic graduate who is prepared to help with games or boarding school life.
Application with curriculum vitae and names of two referees should be sent to the Headmaster, Cheltenham College, Cheltenham GL53 7LD by 1st March. (34119) 184824

CHESHIRE

STOCKPORT GRAMMAR SCHOOL
Independent HMC
Founded 1487
Boys and Girls

A part time CHEMISTRY specialist is required for September 1985 to teach Chemistry throughout the school. The school is expanding rapidly and admitted girls for the first time in September 1980. For the right person able to teach some Biology the post could be full time. An ability to help with games and extra curricular activities would be a strong advantage. Salary according to qualifications and experience.

Please apply in writing giving names of two referees to the Headmaster, The Grammar School, Stockport SK3 7AE from whom further details can be obtained. (33987) 184824

CROYDON

THE OLD PALACE SCHOOL
Independent Day School 750 girls
Required for September 1985, a graduate PHYSICIST to join a flourishing Science and to teach throughout the school. Science courses are followed to both O and A level. The school has extensive computing facilities and a new electronics laboratory. The post could be equally suitable for either an experienced person or a well qualified beginner. An interest in Electronics would be welcome. Salary according to qualifications and experience. Could be Scale 3 for the right person.
Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon, Surrey CR0 1AX. (41436) 184824

CROYDON

THE OLD PALACE SCHOOL
(Independent Day School 750 girls)
Required for September 1985, Honours Graduate to teach Biology to Oxford and CSE entrance level. The school has a flourishing Biology Department and the post would be equally suitable for either an experienced person or a well qualified beginner. For an experienced person the post could be Scale 3. For an exceptionally qualified person, there is the possibility of a Scale 4.
Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon, Surrey CR0 1AX. (414351) 184824

CROYDON

TRINITY SCHOOL
Croydon
Head of Physics required - see Independent School. (33056) 184824

DERBYSHIRE

REPTON SCHOOL
Derbyshire
(H.M.C. 315 boys: 60 VIth form girls)
Required for September 1985, well qualified graduate to teach Biology throughout the school. Own salary scale above Burnham. Accommodation available.
Help with games or outdoor activities a definite advantage.
Applications, with full curriculum vitae and the names of two referees to the Headmaster, The Hall, Repton, Derby DE6 6FH as soon as possible and not later than Friday, 22nd February 1985. (353395) 184824

EALING W5

Required unexpectedly in late April or earlier in Independent Girls' Day School for Chemistry and Biological Science to age 'O' level. Post could be permanent or temporary. Alternatively separate teachers for each subject considered on temporary bases.

Apply Headmistress, Harvington School, 50 Castlebar Rd, Ealing W5. Tel: 997 1563. (33786) 184824

EDINBURGH

THE EDINBURGH ACADEMY

Wanted, from September 1985, a well qualified Chemist, to teach to all levels of the school. The successful candidate should be able to teach some Biology in addition. Both A Levels and Highers are offered, and good candidates are regularly presented at Oxford and Cambridge. There are many opportunities for participation in other activities of school life, including some of the games. CCF and a Boarding House Tutorship.

Further details may be had from the Rector, The Edinburgh Academy, Henderson Row, Edinburgh EH3 5BL.

Applications should be sent to him not later than March 1st, giving full details of qualifications, interests, etc., and the names of two referees. (33978) 184824

ESSEX

FELSTED SCHOOL
Required for September 1985, a graduate PHYSICIST to join a flourishing Science and to teach throughout the school. Science courses are followed to both O and A level. The school has extensive computing facilities and a new electronics laboratory. The post could be equally suitable for either an experienced person or a well qualified beginner. An interest in Electronics would be welcome. Salary according to qualifications and experience. Could be Scale 3 for the right person.
Applications with the names and addresses of two referees should be sent to the Headmistress, Old Palace School, Old Palace Road, Croydon, Surrey CR0 1AX. (41436) 184824

FIFE

ST. LEONARDS SCHOOL
St. Andrews, Fife

BIOLOGY

Required for September 1985 trained graduate to teach Biology to G.C.E. 'O' level and integrated Science to Junior classes. The post may be full or part-time; resident or non-resident.

Applications, together with curriculum vitae, should be sent to The Headmistress, St. Leonards School, St. Andrews, Fife KY16 9QU by Friday 8th March 1985. (34708) 184824

FIFE

ST. ANDREWS SCHOOL
St. Andrews, Fife

PHYSICS

Required for September 1985 an Honours Graduate to teach Physics. An interest in electronics would be an advantage.

Applications, together with a full curriculum vitae giving the names and addresses and telephone numbers of two referees, should be sent to The Headmistress, St. Leonards School, St. Andrews, Fife KY16 9QU by Friday 8th March 1985. (34714) 184824

HAMPSHIRE

PORTSMOUTH HIGH SCHOOL
G.P.D.S.T.
55 Kent Road, Southsea, Hants. PO5 3EQ
Part-time Graduate teacher of Physics required for January, or for September, to teach up to 'O'/G.C.E. level. The opportunity exists to take part in extra-curricular activities such as Duke of Edinburgh's Award Scheme.
Apply by letter to the Headmistress, Please list curriculum vitae and names and addresses of two referees. (33866) 184824

HERTFORDSHIRE

ST. ALBANS HIGH SCHOOL FOR GIRLS
(C of E. Girls' School 450 girls: 100 in Sixth Form)
Required for September 1985, a graduate to teach CHEMISTRY throughout the school, including Sixth Form work. Facilities in the department are currently being renovated and there is an excellent potential for development of the subject. Participation in the Oxford and Cambridge Sixth Form Scheme is encouraged. Help with games and willingness to contribute to extra-curricular activities would be an advantage. A graduate not entirely suitable could find applicant.
Application should be made by letter, enclosing curriculum vitae and names and addresses of two referees. Further details available on request. (34029) 184824

HERTFORDSHIRE

ST MARTHA'S CONVENT
Barnet
Required in September 1985, teacher of Physics to O and A level. Girls' Catholic day school, 310 on roll.
Apply with c.v. and names of two referees, to Headmistress, St. Martha's Convent, Camlet Way, Hadley, Barnet, Herts. (33846) 184824

KENT

COMBE BANK SCHOOL
Independent R.C. School for Girls
Required for September 1985 a Graduate to teach Biology to O level throughout the school including a share in A Level work in a small but growing full Science Department. Willingness to take part in sports/extra-curricular activities desirable.
Apply in writing with curriculum vitae and names and addresses of two referees to The Headmistress, Combe Bank School, Sundridge, Sevenoaks, Kent TN14 6AE. (33050) 184824

KENT

COMBE BANK SCHOOL
Independent R.C. School for Girls
Required for September 1985 a Graduate to teach Geography to lower school and Science to lower school up to 'O'/G.C.E. level. Ability to teach Chemistry 'O' Level or beyond desirable as is willingness to participate in extra-curricular activities such as games.
Apply in writing with curriculum vitae and names and addresses of two referees to The Headmistress, Combe Bank School, Sundridge, Sevenoaks, Kent TN14 6AE. (33051) 184824

LEEDS

LEEDS GRAMMAR SCHOOL
Moorland Road, Leeds LS6 1AN

Independent Day School (1100 Boys)

Vacancies occur for TWO GRADUATES to teach CHEMISTRY in large and successful departments throughout the age range. Extra-curricular commitment an advantage.

Applications in writing, together with curriculum vitae and names and addresses of two referees, to the Headmaster as soon as possible please. (34092) 184824

LEEDS

LEEDS GRAMMAR SCHOOL
Moorland Road, Leeds LS6 1AN

Independent Day School (1100 Boys)

Vacancies occur for TWO GRADUATES to teach CHEMISTRY in large and successful departments throughout the age range. Extra-curricular commitment an advantage.

Applications in writing, together with curriculum vitae and names and addresses of two referees, to the Headmaster as soon as possible please. (34092) 184824

LONDON

Chemistry Graduate required in September to take charge of teaching of O and A Level Chemistry and General Science in Middle School.
Salary: Burnham Scale II with London Allowance.
Apply in writing to the Principal, Queen's Gate School, 133 Queen's Gate, London SW7 5LF with c.v. and names and addresses of two referees. (33022) 184824

LONDON

CHEMISTRY Graduate required in September to take charge of teaching of O and A Level Chemistry and General Science in Middle School.
Salary: Burnham Scale II with London Allowance.
Apply in writing to the Principal, Queen's Gate School, 133 Queen's Gate, London SW7 5LF with c.v. and names and addresses of two referees. (33022) 184824

LONDON

LATYMER UPPER SCHOOL
King Street, London W6 9LR
(Independent, HMC, 1000 boys)
Required for September a graduate to teach PHYSICS, together with some ability to teach Lower School Mathematics. Should be keen on sport as appropriate to experience, plus London allowance. Bachelor accommodation might be available during term.
Applications, together with full curriculum vitae and names of two referees to: The Headmaster, Latymer Upper School, King Street, London W6 9LR. (33536) 184824

LONDON

DAVIS'S COLLEGE
66 Southampton Row, WC1B 4BA
Required for September, a graduate to teach to 'O' level physics in this independent College of Further Education, with well equipped laboratories. Full time permanent post. Willingness to contribute to one extra curricula activity and/or computing an advantage.
Please write to the principal enclosing full details and references (34658) 184824

MANCHESTER

THE MANCHESTER GRAMMAR SCHOOL
Manchester M13 0XT

Required for September 1985, a well qualified graduate to teach Biology throughout the School. The School has its own salary scale. Applications with full curriculum vitae, and the names of two referees should be sent to the High Master by February 22nd. (33558) 184824

N. YORKS.

ST. HILDA'S SCHOOL (C OF E)
Snaton Castle, Whitby, N. Yorks. YO21 3QN

(Independent Boarding School. 240 girls 8 - 18)

Required for September 1985 a graduate to teach Physics throughout the School to 'A' level.

Full or Part-time post available.

Apply with C.V. and names and addresses of two referees to the Headmistress. (34410) 184824

SHROPSHIRE

MORETON HALL
Weston Rhyn, Oswestry, Shropshire SY10 7EN
This public boarding school (320 girls with a sixth form of 80 plus and still growing) have ambitious plans for development which are well on the way to realisation. Invites applications from well-qualified and enthusiastic tutors of DRAMA or ENGLISH. The school has very good facilities and a long standing reputation for its drama. Some evidence of service are excellent and the school has its own generous salary structure offering opportunities for career development.
Applicants should have a commitment to boarding education and be willing to make a contribution to the general life of the school. There would be the possibility to combine this with a post as housemistress. Further details of the post are available.
Applications, with full curriculum vitae and the names of three referees should be sent to the Principal. (33290) 184824

OXFORD

RYE ST ANTONY SCHOOL
Oxford
Independent Boarding and Day School for Girls
BIOLOGY
Required in September qualified teacher of BIOLOGY to A Level Scale 3.
Apply in writing with c.v. and names and addresses of two referees to the Headmistress, Rye St. Antony School, Pullen's Lane, Headington Hill, Oxford OX3 0BY. (34135) 184824

SOMERSET

MILLFIELD SCHOOL

Required for September 1985: Teacher of PHYSICS up to 'A' and 'S' level in a large and well-equipped department and ten laboratories and staff, and with more than 100 'A' level students.

State extent of extra-curricular interests and apply to: Headmaster, Millfield School, Street, Somerset BA16 6YD, giving curriculum vitae and the names of two referees. (34563) 184824

SOMERSET

ST. MARTIN'S SCHOOL
Crewkerne
Day School for 800 Boys and Girls.
Required for September due to expansion of School, an enthusiastic Science Graduate with opportunities to develop the Department. Should be able to offer Physics, Chemistry and Human Biology to O-Level as well as assist with Maths to O-Level. Ability to coach tennis, soccer or swimming a small advantage.
Apply with full curriculum vitae and the names of two referees who should be sent to the Headmistress as soon as possible. 28 Abbey Street, Crewkerne, Somerset. Tel: Crewkerne 72265. (34183) 184824

SURREY

REED'S SCHOOL
Cobham, Surrey
(H.M.C., 335 pupils, 11 - 18)
Required for September 1985, a well qualified graduate to share the teaching of PHYSICS throughout the School to Oxbridge entry level.
Salary: Above Burnham with Area Weighting Allowance.
Further information can be obtained from the Headmaster to whom applications with curriculum vitae and the names and addresses of two referees should be sent. (32267) 184824

SURREY

ST. GEORGE'S COLLEGE
Weybridge, Surrey KT13 9QS
Independent school for boys, mainly R.C.
Member of H.M.C.: 650 pupils from 13 to 18 years: 180 boarders, 370 day boys and 100 girls in the Sixth Form.
Required for September 1985 a graduate, PHYSICIST, to teach Physics to O and A level. Willingness to help with sport would be greatly appreciated. Salary Burnham Scale plus according to experience. Bachelor or married accommodation possibly available.
Write enclosing curriculum vitae with names of two referees to the Headmaster. (16495) 184824

SURREY

CROHAM HURST SCHOOL
South Croydon, Surrey
Independent Public Day School of 560 girls
Required for September 1985, a fully qualified Biologist to share the teaching of the subject throughout the Senior School up to 'A' level. Ability to take Physics and/or Chemistry in the Middle School would be welcomed. Science is a flourishing department well equipped laboratories. Salary Burnham Scale, Outer London Weighting.
Apply to the Headmistress, Croham Hurst School, 79 Croham Road, South Croydon CR2 7YN, in writing with curriculum vitae and names and addresses of two referees. Closing date, Monday, 25th February 1985. (41788) 184824

SURREY

SUTTON HIGH SCHOOL
55 Cheam Road, Sutton, Surrey
Tel: 01-642 0594
GPDST
Required in September Chemistry graduate (Scale 1) to share teaching of the subject to Advanced Level, and to be part of a large, lively Science Department in a new laboratory block with well qualified technical help.
Apply by letter, with curriculum vitae and names of two referees, to the Headmistress. (34408) 184824

SUSSEX

NEWLANDS MANOR SCHOOL
Sutton Place, Seaford, East Sussex BN25 3PY
Tel: 01-653 3903/09
Required for September 1985 a well qualified graduate to teach CHEMISTRY throughout the School up to Advanced level.
Salary Burnham Scale I. Scale 2 available for suitable applicant.
Full participation in extra-curricular activities and sport a strong recommendation.
Apply with full curriculum vitae and names of two referees to the Headmistress. (33246) 184824

Other than by Subject Classification

Other Assistants

BERKSHIRE

HEATHFIELD SCHOOL
Ascot
(175 girls, 11 - 18, all boarding)
Seeks a teacher of Physics and Computer Studies or Mathematics for September 1985 to complete an enthusiastic team in a thriving science department. Although the successful candidate will have full responsibility for Physics throughout the school and to 'O' and 'A' level by entrance levels, applications from recent graduates will be sympathetically considered.
Salary is paid on the Burnham Scale, II or III, according to qualifications and experience, and the post can be residential.
Applications together with the names and addresses of two referees should be sent to the Headmistress at the school to arrive before 28nd February 1985. (41424) 185624

DEVON

BLUNDELL'S SCHOOL
Tiverton, Devon

(H.M.C. 480 pupils, 45 girls in 6th Form)

Following promotions and retirement, we require in September 1985:

A LINGUIST

to teach French at all levels of the school. Other languages an asset but not essential.

A teacher of ENGLISH

at all levels of the school and able to teach some French up to 'O' level standard.

A MUSICIAN

to have particular responsibility for a Chapel Music, but with a broad range of musical interests.

The posts would suit teachers with some experience, but would also be suitable for new entrants to the teaching profession.

Willingness to play a full part in the tutorial and extra-curriculum life of a boarding school is essential.

Letters of application, with C.V. and names and addresses and telephone number of two referees, should be sent to John Rees, Head Master, Blundell's School, Tiverton, Devon, from whom further details can be obtained by ringing (0884) 252543. (33260) 185624

DEVON

EXETER SCHOOL
Devon

HMC 600 pupils

Requires for September 1985,

ECONOMICS & MATHEMATICS TEACHER.

A graduate to help with 'A' level Economics and some Mathematics up to 16 plus.

Full details available from the School.

Applications with CV and names of 2 referees to the Headmaster, Exeter School, Exeter, Devon EX2 4NS. (34484) 185624

ESSEX

PARK SCHOOL FOR GIRLS

(Independent Grammar School with Preparatory Department specialising in small classes)

Required for September 1985, qualified experienced Teachers for the following full-time posts:

1. Physics & Chemistry to 'A' level.
2. General Subjects (7 - 9 years old).

Government Superannuation. Salary according to qualifications and experience.

Please apply for details and application form to Mrs. P.F. Lambert, B.A. (Hons.), Headmistress, Park School for Girls, 20 Park Avenue, Ilford, Essex IG1 4RR. (34470) 185624

LONDON

DULWICH COLLEGE PREPARATORY SCHOOL
A qualified teacher is required in September 1985 to take one of the four classes in the 7 - 8 year old age group in the Lower School (300 boys aged 7 - 9). This department is very large, and the Prep. School occupies new buildings only recently opened. There are excellent facilities and there is the scope for an individual approach to the work in a happy environment. Burnham Scale 3 with Inner London Allowance and L.E.A. Superannuation.
Please apply to Headmaster, 42 Alleyn Park SE21, giving details of age, training and experience, names of referees and including a telephone number. (33623) 185624

LONDON

YESODEY HATORAH SCHOOL
Boys Dept.
2-4 Amhurst Park, London N16
PART - TIME TEACHING
Teacher required in April for General Subjects to Junior Boys Class each week-day afternoon.
Please apply with C.V. and two references to the Principal at the School.
Salary in accordance with qualifications and experience. (34008) 185624

LONDON

'A' level Teachers required for the following subjects: Maths, Economics, French and History by private girls school in N.W. London.
Apply with C.V. to 84th Jacobs Grammar School, 833 Finchley Road, London NW11. (34742) 185624

MASTER/MISTRESS - requiring posts in Independent Schools. Should write with details to: 1-15 Pool Cottage, Mannington Road, Billingshurst, Sussex. (26553) 185624

SHROPSHIRE

MORETON HALL
Weston Rhyn, Oswestry, Shropshire SY10 7EN
This public boarding school (320 girls with a sixth form of 80 plus and still growing) have ambitious plans for development which are well on the way to realisation. Invites applications from well-qualified and enthusiastic tutors of DRAMA or ENGLISH. The school has very good facilities and a long standing reputation for its drama. Some evidence of service are excellent and the school has its own generous salary structure offering opportunities for career development.
Applicants should have a commitment to boarding education and be willing to make a contribution to the general life of the school. There would be the possibility to combine this with a post as housemistress. Further details of the post are available.
Applications, with full curriculum vitae and the names of three referees should be sent to the Principal. (33290) 184824

SURREY

NOTRE DAME SENIOR SCHOOL
Burwood House, Cobham, Surrey
Independent School

Requires September,

(i) Part-time graduate to teach Computer Studies to 'A' level.

(ii) Part-time qualified experienced teacher to teach Art to 'A' level.

(iii) Full-time graduate to teach History and Political Studies to 'A' level.

(iv) Part-time graduate to teach Physics to 'A' level.

v) Full-time or part-time graduate to teach Biology to 'A' level.

Burnham Scale.

Applications in writing to the Headmistress with curriculum vitae and the names and addresses of two referees. (33396) 185624

SUFFOLK

CULFORD SCHOOL
Bury St. Edmunds, Suffolk

HMC Coed Boarding and Day

JUNIOR DEPARTMENT
(200 pupils 8 - 13)

Required for September a form teacher for 9/10 year old class. Assistance with games would be a strong recommendation.

Free board and lodging available for single staff in return for residential duties. Salary above Burnham.

Apply with full c.v., including names, addresses and telephone numbers of two referees to the Headmaster, Culford School, Bury St. Edmunds, Suffolk IP28 6TX. (33315) 185624

CHARTERHOUSE

HEAD OF PHYSICS

A lively enthusiast required for September 1985 to head and co-ordinate a large and talented Department.

Applications with curriculum vitae and names, addresses and telephone numbers of two referees to the Headmaster, Charterhouse, Godalming, Surrey, GU7 2DJ (Godalming 22589). (8347)

CHARTERHOUSE

PHYSICIST

Required for September 1985 a young, enthusiastic physicist to teach to A level and for Oxford/Cambridge entrance.

Applications with curriculum vitae and names and addresses and telephone numbers of two referees to the Headmaster, Charterhouse, Godalming, Surrey, GU7 2DJ, (Godalming 22589). (8345)

PHYSICS

HEAD OF DEPARTMENT

BATH
Kingswood School
(HMC: 180 in Sixth Form)

Required for September 1985 an experienced graduate to be Head of the Physics Department with opportunity to be involved in the whole life of the school. Help in games would be particularly useful.

Applications in writing by February 25th together with curriculum vitae and names of two referees to: The Headmaster, Kingswood School, Bath BA1 5RG from whom further details may be obtained. (0573)

PHYSICIST
*
MATHEMATICIAN

We wish to appoint from September 1985, or sooner, a Physicist and a Mathematician, *one of whom* should also be able to offer Computer Studies.

These posts will suit either recent graduates or those with experience in teaching or industry. The persons appointed will be expected to assume, within a relatively short period, overall responsibility for the teaching of their subjects throughout the School. For these key specialisms, to which the School attaches considerable importance, starting salaries well in excess of Burnham will be offered.

ASSISTANT HOUSEMASTER

Applications are invited from candidates with not less than three years' experience in a boarding house who are impatient for a post involving greater responsibility and leading to an early promotion. The position involves teaching and applicants should state subjects offered. Salary will be above Burnham.

Details are obtainable from the School. Applicants should write, with curriculum vitae and the names of two referees, to Mr.R.C.Hunt, Director of Studies:

Bucksewood Grange

BUCKSEWOOD GRANGE, UCKFIELD, EAST SUSSEX

ABBOTS BROMLEY
(School of S. Mary and S. Anne)
Rugeley, Staffs. WS15 3BW

HEAD OF THE PREPARATORY DEPARTMENT

Required for September, a suitably qualified and experienced teacher to take charge of the Preparatory Department in this Woodard boarding school.

Further particulars may be obtained from the Headmistress to whom applications, curriculum vitae and the names of three referees should be sent by the 1st March. (10001)

TRURO SCHOOL, CORNWALL

(H.M.C. Independent Day and Boarding: 830 boys, 220 in 6th form, including 65 girls)

Required for September 1985 a graduate to teach ENGLISH AND HISTORY, up to, and including 'O' level.

Help with games and the organisation of school teams is an essential requirement for this post.

The post is initially for three years.

Apply in writing to the Headmaster, with curriculum vitae, and names, addresses and telephone numbers of two referees:

Truro School,
Trennick Lane,
Truro,
Cornwall
TR1 1TH

Please mark envelopes 'English and History'
Acknowledgements will be sent to short-listed applicants only. (10042)

STAMFORD SCHOOL
Stamford, Lincolnshire, PE9 2BS
H.M.C., Day and Boarding, 920 boys aged 8-18 with Sixth Form of 180.

Required for September 1985 well qualified

GRADUATE TEACHERS

capable of teaching their subject to A-Level.

1. **Economics**
A popular and very successful subject with three A-Level sets each year.
2. **English**
An enthusiasm for Drama and an ability to teach it will be a strong recommendation. There is a new Drama Studio and many plays are produced.
3. **Modern Languages** (two vacancies).
A-Level work available in Russian, German and French. One of those appointed is likely to be an experienced teacher.

Also

4. **Physical Education**
It is expected that the person appointed will make a significant contribution to Physical Education and Games generally but a specialist in the rackets sports (squash, lawn tennis and badminton) will be particularly welcome. There is a new all-weather pitch and Sports Hall.

All of these posts, except one in Modern Languages, would suit those seeking a first appointment but applications welcomed too from those looking for a second appointment.

A commitment to extra curricular activities is expected.

Salary Burnham based, according to age and experience, with Stamford School Allowance. Good bachelor (and possibly married) accommodation available.

Applications with C.V. and names and addresses of two referees to The Headmaster, from whom further details are available. (0671)

SEX DISCRIMINAION ACT, 1975

No job advertisement which indicates or can reasonably to understood as indicating an intention to discriminate on ground of sex (eg by inviting applications only from males or only from females) may be accepted, unless

1. The job is for the purpose of a private householder or
2. It is a business employing fewer than six persons or
3. It is otherwise excepted from the requirements of the Sex Discrimination Act.

A statement must be made at the time the advertisement is placed saying which of the exceptions in the Act is considered to apply.

In addition to employment, the principal areas covered by the section of the Act which deals with advertisements are education, the supply of goods and services and the sale or letting of property.

It is the responsibility of advertisers to ensure that advertisement content does not discriminate under the terms of the Sex Discrimination Act.

Preparatory Schools

Deputy Headships
Second Masters/ Mistresses

SUFFOLK
ORWELL PARK SCHOOL
Nacton, Nr. Ipswich
(IAPS 195 Boys, mainly boarding)
SENIOR MASTER POSITION
Applications are invited for this position which becomes vacant due to the promotion of the present Headmaster to an Assistant Headmastership in London.
The successful applicant will be in charge of the Common Room, be responsible for staff timetables, the staff duty rota, the mark system, the complicated 'setting' system, the report and will have a substantial voice in the decision making within the school.
Preference will be given to a French or Latin teacher. The post will be challenging and we hope rewarding. It will also provide experience in a forward looking boarding school and could serve as a stepping stone to a more responsible position.
Terms: married accommodation (small) available if desired, or in a separate house. Salary will be not less than Scale 2 with other benefits and Government Superannuation.
Applications with full CV and the names and addresses of two referees to The Headmaster, Orwell Park School. (34474) 200012

By Subject Classification

Art and Design

Other Assistants

BERKSHIRE
ELSTREE SCHOOL
Woolhampton, Nr. Reading
(I.A.P.S. - 165 boys aged 8 - 13)
Required for September 1985, a well qualified and experienced teacher of LATIN to Scholarship and C.E.E. level; games and CREE teaching could also be available. All teaching is undertaken in Subject Rooms in the new classroom block. The successful applicant would be encouraged to purchase a new course book of his/her choice.
An eagerness to participate fully in boarding school life is essential: a housemastership could be offered to the right applicant.
Please apply in writing to the Headmaster with C.V. and the names & tel. telephone numbers of two referees. (33928) 203418

SOMERSET
WELLS CATHEDRAL JUNIOR SCHOOL
I.A.P.S. 160 children aged 7 - 13 years. Co-educational Boarding
Required for September 1985.
An enthusiastic and imaginative qualified teacher of mathematics for the final year of the 7 - 13 age school. The successful applicant will liase with the Senior School Maths. Department. Facility with computers essential. Ability to teach science and games advantageous although a strength in any two of the curriculum is welcomed.
Burnham Scale 1 or II. Government Superannuation.
Possible single accommodation.
Apply with curriculum vitae and the names and addresses of two referees to: The Master of the Junior School, Wells Cathedral School, 7 The Liberty, Wells, Somerset BA5 2SS. (33888) 203416

HARROW
ORLEY FARM
I.A.P.S. 350 Boys 7 - 13
Applications are invited for a Teacher of Art and English beginning September 1985. Flourishing Arts Centre, facilities for pottery etc. English Teaching to C.E.E. Burnham Scale.
Apply with C.V. and names of two referees to the Headmaster, Orley Farm School, South Hill Avenue, Harrow, Middx. HA1 3NU. (34104) 201294

SHROPSHIRE
PACKWOOD HAUGH
Ruyton XI Towns, Shrewsbury SY4 1HX
Required for September a teacher of Latin for General Entrance and Middle School work. Willingness to take games or produce plays a distinct advantage.
Burnham Scale, single or Married accommodation.
Good private pension scheme.
Applications with C.V., names, addresses and telephone numbers of two referees to The Headmaster. (41671) 201624

KENYA
ST. ANDREW'S SCHOOL
Turi
MATHEMATICS
See Overseas Appointments. (41590) 203424

SURREY
THE HAWTHORNS
Pondell Court, Ritchingley (IAPS. boarding and day, 120 boys)
Qualified teacher, with relevant experience, required in September 1985 to teach MATHEMATICS to P.S.S. standard. Ability to coach games an advantage. Normal supervision duties. Burnham Scale. Accommodation available.
Apply Headmaster with C.V. and names and telephone numbers of 2 referees. (33285) 203424

YORK
HOWSHAM HALL
York
Tel: Whitwell-on-the-Hill (0653381) 374
A small boarding preparatory school for 75 boys requires a teacher of mathematics to C.E. and P.S.S. level to start September 1985. Ability to coach cricket and/or rugby would be an advantage. A two bedroom cottage will be available if required. (33853) 203424

Modern Languages

Heads of Department

BERKSHIRE
PRIOR'S COURT Newbury, Berks.
See display box. (33603) 203618

BRISTOL
MODERN LANGUAGES HEAD OF DEPARTMENT CLIFTON COLLEGE PREPARATORY SCHOOL
(500 boys aged 7 - 13)
Required for September 1985, an experienced, well-qualified teacher to take over a flourishing department of nine. Excellent opportunities and good salary for first class teacher with energy and enthusiasm.
For further details please write to the Headmaster, Clifton College Preparatory School, The Avenue, Bristol BS8 3HE. (33824) 203618

WEST SUSSEX
GREAT BALLARD SCHOOL
Eartham, Chichester
(IAPS, Co-educational, Boarding & Day)
Required for September a qualified teacher to teach French throughout the school up to Public School Entrance standard.
Willingness to take part in out of school activities an advantage.
Burnham salary.
Apply by letter to The Headmaster. (33888) 203618

Other Assistants

DORSET
FORRES
Swanage, Dorset BH19 1PR
Required for September for this I.A.P.S. co-educational boarding school, previously qualified, resident teacher of French to C.E. and P.S.S. standards. A willingness to play a full part in the life of the school and the ability to coach boys' team games will be important assets.
Please apply to the Headmaster with C.V., names, addresses and telephone numbers of two referees. 203624

LANCASHIRE
LAWRENCE HOUSE SCHOOL
St. Annes-on-Sea
I.A.P.S. Co-educational
Required for April, 1986, a qualified French teacher for 11 years+ range with ability to teach some English. Willingness to take part in usual boarding school activities and games an advantage. Burnham Scale 3.
Application with C.V. and names of two referees to: The Headmaster. (33893) 203684

Mathematics

Heads of Department

CHESHIRE
MOSTYN HOUSE SCHOOL
Parkgate, S. Wirral, Cheshire CH64 6SG
I.A.P.S. School with 90 boys, 30 girls
Required in September 1985, a qualified and experienced teacher to be Head of Mathematics and to take full part in extra-curricular side of school. Ability to take charge of our Computer Room and to coach games important. Rimple accommodation available. Burnham Scale 3 for suitably qualified/experienced teacher.
Please apply in writing to the Headmaster with C.V. and the names & tel. telephone numbers of two referees. (33928) 203418

SOMERSET
WELLS CATHEDRAL JUNIOR SCHOOL
I.A.P.S. 160 children aged 7 - 13 years. Co-educational Boarding
Required for September 1985.
An enthusiastic and imaginative qualified teacher of mathematics for the final year of the 7 - 13 age school. The successful applicant will liase with the Senior School Maths. Department. Facility with computers essential. Ability to teach science and games advantageous although a strength in any two of the curriculum is welcomed.
Burnham Scale 1 or II. Government Superannuation.
Possible single accommodation.
Apply with curriculum vitae and the names and addresses of two referees to: The Master of the Junior School, Wells Cathedral School, 7 The Liberty, Wells, Somerset BA5 2SS. (33888) 203416

History

Other Assistants

LONDON W1
MILESTONE PREPARATORY SCHOOL
66 New Bond Street, W1Y 9DE
QUALIFIED HISTORY TEACHER
Required April, 1985.
Please apply with Full C.V. to the Headmistress. (33780) 202824

Other Assistants

BUCKINGHAMSHIRE
SWANBOURNE HOUSE SCHOOL
Swanbourne, Bucks. MK17 0RZ
(I.A.P.S. boarding and day, partially co-ed.)
Required for September 1985, a well qualified and experienced teacher of LATIN to Scholarship and C.E.E. level; games CREE teaching could also be available. All teaching is undertaken in Subject Rooms in the new classroom block. The successful applicant would be encouraged to purchase a new course book of his/her choice.
An eagerness to participate fully in boarding school life is essential: a housemastership could be offered to the right applicant.
Please apply in writing to the Headmaster with C.V. and the names & tel. telephone numbers of two referees. (33928) 203418

HAMPSTEAD NW3
LYNDHURST HOUSE SCHOOL
(IAPS Day School 140 boys)
Wanted for Sept. 1985, full time Maths teacher to CEE and PSS Ability in some of all of the following would be an advantage: computers, science, games, driving. Graduates for prospective posts(s) preferred. Full Burnham plus Inner London Allowance.
Letters of application with C.V. and names & addresses of 2 referees to: The Headmaster, Lyndhurst House Preparatory School, Hampstead, London NW3 5NP. (33871) 203424

Other Assistants

BUCKINGHAMSHIRE
Mathematics Specialist required for September 1985 to teach 10 plus to CE and PSS level. A newly equipped computer room is available; no knowledge of computers would be welcomed, but not essential. Extra-curricular involvement is required, and the ability to help with games. Own salary scale above Burnham. Accommodation available.
Applications, with names and addresses of two referees should be sent to: The Headmaster, Caldicott, Farnham Royal, Bucks. (33070) 203424

OXFORD
DRAGON SCHOOL
(I.A.P.S. - 600 boys and girls)
FRENCH
Required for September 1985 a young enthusiastic teacher of FRENCH to take classes throughout the School. Some experience, ability to teach German and to coach games an advantage. Salary on scale above Burnham.
Application form with curriculum vitae and the names and addresses of two referees to: The Headmaster, Dragon School, Bardwell Road, Oxford OX2 6SS. (33020) 203624

Geography

Other Assistants

HAMPSHIRE
WEST HILL PARK
Titchfield, Hants
(IAPS - 198 children)
Due to promotion to a Headmastership, a vacancy exists for September 1985 for a teacher of GEOGRAPHY at all levels. Preference will be given to a person of enthusiasm, who can be resident during term-time. Any help with the coaching of games will be essential, as will an ability to teach another subject, especially Computer Studies. The right applicant will have the opportunity to run the Geography Department.
For further details, write to the Headmaster, and apply with the names of two referees. (34747) 202624

History

Other Assistants

LONDON W1
MILESTONE PREPARATORY SCHOOL
66 New Bond Street, W1Y 9DE
QUALIFIED HISTORY TEACHER
Required April, 1985.
Please apply with Full C.V. to the Headmistress. 202824

Mathematics

Heads of Department

CHESHIRE
MOSTYN HOUSE SCHOOL
Parkgate, S. Wirral, Cheshire CH64 6SG
I.A.P.S. School with 90 boys, 30 girls
Required in September 1985, a qualified and experienced teacher to be Head of Mathematics and to take full part in extra-curricular side of school. Ability to take charge of our Computer Room and to coach games important. Rimple accommodation available. Burnham Scale 3 for suitably qualified/experienced teacher.
Please apply in writing to the Headmaster with C.V. and the names & tel. telephone numbers of two referees. (33928) 203418

SOMERSET
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Required for September 1985.
An enthusiastic and imaginative qualified teacher of mathematics for the final year of the 7 - 13 age school. The successful applicant will liase with the Senior School Maths. Department. Facility with computers essential. Ability to teach science and games advantageous although a strength in any two of the curriculum is welcomed.
Burnham Scale 1 or II. Government Superannuation.
Possible single accommodation.
Apply with curriculum vitae and the names and addresses of two referees to: The Master of the Junior School, Wells Cathedral School, 7 The Liberty, Wells, Somerset BA5 2SS. (33888) 203416

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HAMPSTEAD NW3
LYNDHURST HOUSE SCHOOL
(IAPS Day School 140 boys)
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Letters of application with C.V. and names & addresses of 2 referees to: The Headmaster, Lyndhurst House Preparatory School, Hampstead, London NW3 5NP. (33871) 203424

OXFORD
DRAGON SCHOOL
(I.A.P.S. - 600 boys and girls)
FRENCH
Required for September 1985 a young enthusiastic teacher of FRENCH to take classes throughout the School. Some experience, ability to teach German and to coach games an advantage. Salary on scale above Burnham.
Application form with curriculum vitae and the names and addresses of two referees to: The Headmaster, Dragon School, Bardwell Road, Oxford OX2 6SS. (33020) 203624

SURREY
CRANLEIGH PREPARATORY SCHOOL
Cranleigh, Surrey GU6 8QH
Required for September 1985 young qualified teacher or graduate to teach French and be involved in games and the boarding side of school. Additionally good prospect for strong hockey player. Accommodation available.
Apply with CV including names, addresses and telephone numbers of two referees to The Master at the above address. (33082) 203624

Music

Other Assistants

DURHAM
DURHAM CATHEDRAL CHORISTER SCHOOL
Durham DH1 3EQ
ASSISTANT DIRECTOR OF MUSIC
Required for September 1985.
The successful candidate will be expected participate fully in the life of this boarding/day preparatory school and to assist choristers.
Salary Burnham Scale 1.
Further particulars and application forms may be obtained from the Director of Music, Mr. Peter Hurford (0385) 42934).
Closing date: 28th February 1985. (33691) 203824

Pastoral

Other Assistants

BERKSHIRE
PRIOR'S COURT
Newbury, Berks.
See display box. (33602) 204024

Physical Education

Heads of Department

LONDON
DURSTON HOUSE
Ealing, W5 4QA
Tel: 01-997 0211
P.E. specialist required from September 1985 to work throughout the age range 4½ - 13 in this mixed IAPS day school. Ability to coach boys' games and offer a second subject essential.
Please apply with c.v. and details of two referees to The Headmaster. (33981) 204218

Other Assistants

KENT
THE JUNIOR SCHOOL, ASHFORD SCHOOL
I.A.P.S. - Day and Boarding school - 135 girls, 7 - 11 years
A well qualified enthusiast is required from September 1985 to be responsible for games and P.E. throughout the Junior School, using facilities in well established partnership. Burnham Scale 1. D.E.S. Superannuation.
Applications with names and addresses of two referees to: Mr P.H. Power, Head of the Junior School, Ashford School, East Hill, Ashford, Kent TN24 8PB. (33406) 204224

NORFOLK
RIDDLESWORTH HALL
Norfolk
Required for September a Mistress for Physical Education in this Preparatory Boarding School for Girls. The standard of work is high and the facilities (including a new purpose-built indoor pool) good.
Further particulars obtainable from the Secretary.
Applications to the Headmistress please including C.V., qualifications, subsidiary subjects offered, etc. as soon as possible - Mrs. Jane Wood, Riddlesworth Hall School, Diss, Norfolk IP22 1PH. STA. (33896) 204224

Science

Other Assistants

BERKSHIRE
MALTMBURY JUNIOR SCHOOL
Windsor
I.A.P.S. School (300 boys)
Required for September, Teacher of Science/Biologist particularly needed to work throughout the school. French and Classical Subjects for Junior Forms.
A Non-resident post.
Salary Halleybury Scale. A commitment to boarding life in a Christian school with emphasis together with supervision in games particularly with Juniors and school duties.
Ability to drive, swim and type helpful. Musician or artist preferred. Could be suitable for a second teaching post.
Please write to the Headmaster, The Rev. P.R.L. Morgan, with c.v. and names and telephone numbers of two referees. (34315) 204824

SURREY
CRANLEIGH PREPARATORY SCHOOL
Cranleigh, Surrey GU6 8QH
Required for September 1985 young qualified teacher or graduate to teach French and be involved in games and the boarding side of school. Additionally good prospect for strong hockey player. Accommodation available.
Apply with CV including names, addresses and telephone numbers of two referees to The Master at the above address. (33082) 203624

Music

Other Assistants

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DURHAM CATHEDRAL CHORISTER SCHOOL
Durham DH1 3EQ
ASSISTANT DIRECTOR OF MUSIC
Required for September 1985.
The successful candidate will be expected participate fully in the life of this boarding/day preparatory school and to assist choristers.
Salary Burnham Scale 1.
Further particulars and application forms may be obtained from the Director of Music, Mr. Peter Hurford (0385) 42934).
Closing date: 28th February 1985. (33691) 203824

Pastoral

Other Assistants

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PRIOR'S COURT
Newbury, Berks.
See display box. (33602) 204024

Physical Education

Heads of Department

LONDON
DURSTON HOUSE
Ealing, W5 4QA
Tel: 01-997 0211
P.E. specialist required from September 1985 to work throughout the age range 4½ - 13 in this mixed IAPS day school. Ability to coach boys' games and offer a second subject essential.
Please apply with c.v. and details of two referees to The Headmaster. (33981) 204218

Other Assistants

KENT
THE JUNIOR SCHOOL, ASHFORD SCHOOL
I.A.P.S. - Day and Boarding school - 135 girls, 7 - 11 years
A well qualified enthusiast is required from September 1985 to be responsible for games and P.E. throughout the Junior School, using facilities in well established partnership. Burnham Scale 1. D.E.S. Superannuation.
Applications with names and addresses of two referees to: Mr P.H. Power, Head of the Junior School, Ashford School, East Hill, Ashford, Kent TN24 8PB. (33406) 204224

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Norfolk
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Further particulars obtainable from the Secretary.
Applications to the Headmistress please including C.V., qualifications, subsidiary subjects offered, etc. as soon as possible - Mrs. Jane Wood, Riddlesworth Hall School, Diss, Norfolk IP22 1PH. STA. (33896) 204224

Science

Other Assistants

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MALTMBURY JUNIOR SCHOOL
Windsor
I.A.P.S. School (300 boys)
Required for September, Teacher of Science/Biologist particularly needed to work throughout the school. French and Classical Subjects for Junior Forms.
A Non-resident post.
Salary Halleybury Scale. A commitment to boarding life in a Christian school with emphasis together with supervision in games particularly with Juniors and school duties.
Ability to drive, swim and type helpful. Musician or artist preferred. Could be suitable for a second teaching post.
Please write to the Headmaster, The Rev. P.R.L. Morgan, with c.v. and names and telephone numbers of two referees. (34315) 204824

KENT
THE JUNIOR SCHOOL, ASHFORD SCHOOL
I.A.P.S. - Day and Boarding school - 135 girls, 7 - 11 years
A well qualified enthusiast is required from September 1985 to be responsible for games and P.E. throughout the Junior School, using facilities in well established partnership. Burnham Scale 1. D.E.S. Superannuation.
Applications with names and addresses of two referees to: Mr P.H. Power, Head of the Junior School, Ashford School, East Hill, Ashford, Kent TN24 8PB. (33406) 204224

BRISTOL
PHYSICS and/or CHEMISTRY
(both boys aged 7 - 13)
CLIFTON COLLEGE PREPARATORY SCHOOL
Required for September 1985, a well qualified teacher of Physics and/or Chemistry. Good opportunities for sport and some boarding.
Apply with C.V. to the Headmaster, The Avenue, Bristol BS8 3HE. (33886) 203618

DEVON
WOLBOROUGH HILL SCHOOL
Newton Abbot
IAPS, 170 boys
Required for September 1985, unqualified Science Graduate to teach this subject to CE and PSS level. The successful candidate will be expected to take an active part in the life of the school, including a willingness to coach games. Rugby would be an advantage. A two bedroom cottage will be available if required.
Applications by letter with full c.v. and names and addresses of two referees to: The Headmaster, Wolborough Hill School, Newton Abbot, S. Devon TQ12 1HH. (34579) 203424

Other than by Subject Classification

Heads of Department

LONDON
WIMBLEDON HIGH SCHOOL G.P.D.S.T.
Required for September the appointment of a well qualified teacher as Head of the Junior Department. This comprises approximately 150 girls aged 7 to 11. The Head of the Junior Department is responsible to the Headmistress for the day to day organisation and administration of the school and for half time Burnham Scale 3.
Further particulars and application form can be obtained from the Headmistress, Wimbledon High School, G.P.D.S.T., Mansel Road, London SW19 4AB. Tel: 01-946 1756. Closing date for applications Friday 8th March 1985. (30579) 203543

LONDON
BURSTON HOUSE
Ealing, W5 3DR
Tel: 01-997 0331
HEAD OF JUNIOR SCHOOL
(80 boys aged 4½ - 8)
Required from September 1985 at this expanding IAPS boys' day school.
Please apply with c.v. and details of two referees to the Headmaster. (33980) 203424

MIDDLESEX
S. JOHN'S SCHOOL
Northwood
230 day boys
Required for September 1985 a qualified teacher to take charge of a form of eight year olds. An interesting opportunity for a keen, enthusiastic teacher. Salary above Burnham scale.
Application with C.V. names of two referees and telephone number of two referees to: The Headmaster, St. John's School, Potter Street, Northwood, Middx. HA6 3QY. (33878) 203568

SUSSEX
ST. ANDREW'S SCHOOL
Meads, Eastbourne, East Sussex BN20 7RP
(I.A.P.S. Co-educational 235 children)
Required for September 1985 an enthusiastic experienced teacher of
HEAD OF PRE-PREP. DEPARTMENT
to St. Andrew's Pre-Prep to succeed the retiring Head. The present building and there are two classes serving 30 children aged 4, 5, 6, 7. Early in 1986 the Pre-Prep. will transfer to a purpose built, architect designed new building with a successful applicant being required to help plan and develop the facilities.
St. Andrew's is set across Burnham and Government Superannuation.
Apply in writing to the Headmaster, giving details of curriculum vitae and names of two referees. (34112) 203424

Other Assistants

BERKSHIRE
PRIOR'S COURT
Newbury, Berks.
See display box. (33604) 203624

BUCKINGHAMSHIRE
DAVENIES SCHOOL
Beaconsfield
IAPS Day School 180 boys
Required from 29th September 1985 (maternity leave) to 1988 (maternity leave) with likely permanent appointment at end of period, a full time specialist teacher for some of the following games and all experienced: Cricket, Burnham Scale plus responsibilities, Burnham Supplementary Allowance, Government Superannuation, London Fringe. Non-resident post.
Apply in writing to the Headmaster giving details of qualifications and experience and the names of two referees. (33587) 203624

BRISTOL
PHYSICS and/or CHEMISTRY
(both boys aged 7 - 13)
CLIFTON COLLEGE PREPARATORY SCHOOL
Required for September 1985, a well qualified teacher of Physics and/or Chemistry. Good opportunities for sport and some boarding.
Apply with C.V. to the Headmaster, The Avenue, Bristol BS8 3HE. (33886) 203618

DEVON
WOLBOROUGH HILL SCHOOL
Newton Abbot
IAPS, 170 boys
Required for September 1985, unqualified Science Graduate to teach this subject to CE and PSS level. The successful candidate will be expected to take an active part in the life of the school, including a willingness to coach games. Rugby would be an advantage. A two bedroom cottage will be available if required.
Applications by letter with full c.v. and names and addresses of two referees to: The Headmaster, Wolborough Hill School, Newton Abbot, S. Devon TQ12 1HH. (34579) 203424

Other than by Subject Classification

Heads of Department

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WIMBLEDON HIGH SCHOOL G.P.D.S.T.
Required for September the appointment of a well qualified teacher as Head of the Junior Department. This comprises approximately 150 girls aged 7 to 11. The Head of the Junior Department is responsible to the Headmistress for the day to day organisation and administration of the school and for half time Burnham Scale 3.
Further particulars and application form can be obtained from the Headmistress, Wimbledon High School, G.P.D.S.T., Mansel Road, London SW19 4AB. Tel: 01-946 1756. Closing date for applications Friday 8th March 1985. (30579) 203543

LONDON
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Tel: 01-997 0331
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(80 boys aged 4½ - 8)
Required from September 1985 at this expanding IAPS boys' day school.
Please apply with c.v. and details of two referees to the Headmaster. (33980) 203424

MIDDLESEX
S. JOHN'S SCHOOL
Northwood
230 day boys
Required for September 1985 a qualified teacher to take charge of a form of eight year olds. An interesting opportunity for a keen, enthusiastic teacher. Salary above Burnham scale.
Application with C.V. names of two referees and telephone number of two referees to: The Headmaster, St. John's School, Potter Street, Northwood, Middx. HA6 3QY. (33878) 203568

SUSSEX
ST. ANDREW'S SCHOOL
Meads, Eastbourne, East Sussex BN20 7RP
(I.A.P.S. Co-educational 235 children)
Required for September 1985 an enthusiastic experienced teacher of
HEAD OF PRE-PREP. DEPARTMENT
to St. Andrew's Pre-Prep to succeed the retiring Head. The present building and there are two classes serving 30 children aged 4, 5, 6, 7. Early in 1986 the Pre-Prep. will transfer to a purpose built, architect designed new building with a successful applicant being required to help plan and develop the facilities.
St. Andrew's is set across Burnham and Government Superannuation.
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Other Assistants

BERKSHIRE
PRIOR'S COURT
Newbury, Berks.
See display box. (33604) 203624

BUCKINGHAMSHIRE
DAVENIES SCHOOL
Beaconsfield
IAPS Day School 180 boys
Required from 29th September 1985 (maternity leave) to 1988 (maternity leave) with likely permanent appointment at end of period, a full time specialist teacher for some of the following games and all experienced: Cricket, Burnham Scale plus responsibilities, Burnham Supplementary Allowance, Government Superannuation, London Fringe. Non-resident post.
Apply in writing to the Headmaster giving details of qualifications and experience and the names of two referees. (33587) 203624

WEST YORKSHIRE
SILCOATES SCHOOL
Wrenthorpe, Wakefield WF2 0PD
(HMC: Independent Boys's Boarding and Day School: 600 pupils from 7 - 18)
Required in September 1985 a well qualified FORM TEACHER for a class of 9 year old boys. There are also opportunities to be involved in games and activities throughout the age range of the School.
The post would be suitable for an experienced or a newly-qualified teacher. Salary Burnham Scale according to qualifications and experience.
Applications with curriculum vitae and the names of two referees to the Headmaster. (34660) 205624

WIRRAL
BIRKENHEAD PREPARATORY SCHOOL
55 Shrewsbury Road, Birkenhead
1985
Required for September 220 boys
Required for September 1985 qualified FORM TEACHER for 8 plus FORM to teach GENERAL SUBJECTS. Interest in Junior Science and Maths, also in extra-curricular activities, particularly Cubs. An advantage. Salary above Burnham Scale Duties.
Applications as soon as possible with Curriculum Vitae and the names and addresses of two referees to the Headmaster, Birkenhead Preparatory School, 55 Shrewsbury Road, Birkenhead, Merseyside L43 2JA. (34709) 205624

Colleges of Further Education

Heads of Department

EAST SUSSEX
COUNTY COUNCIL
HASTINGS COLLEGE OF ARTS & TECHNOLOGY
Applications are invited for position of HEAD OF DEPARTMENT, GRADE 7 (NJC CONDITIONS OF SERVICE).
Salary scale £10,902 - £12,414 p.a.
With responsibilities for the Youth Service in the Hastings area to commence 1st April, 1985, or as soon as possible thereafter.
For further details and application form, contact the Staffing Officer, Hastings College of Arts & Technology, Archery Road, St. Leonards-on-Sea, East Sussex TN38 0HX (Tel: Hastings (0424) 422547. Closing date for receipt of forms 21st March, Monday 4th March 1985. (34205) 220018

Preparatory Schools

Deputy Headships
Second Masters/ Mistresses

SUFFOLK
ORWELL PARK SCHOOL
Nacton, Nr. Ipswich
(IAPS 195 Boys, mainly boarding)
SENIOR MASTER POSITION
Applications are invited for this position which becomes vacant due to the promotion of the present Headmaster to an Assistant Headmastership in London.
The successful applicant will be in charge of the Common Room, be responsible for staff timetables, the staff duty rota, the mark system, the complicated 'setting' system, the report and will have a substantial voice in the decision making within the school.
Preference will be given to a French or Latin teacher. The post will be challenging and we hope rewarding. It will also provide experience in a forward looking boarding school and could serve as a stepping stone to a more responsible position.
Terms: married accommodation (small) available if desired, or in a separate house. Salary will be not less than Scale 2 with other benefits and Government Superannuation.
Applications with full CV and the names and addresses of two referees to The Headmaster, Orwell Park School. (34474) 200012

By Subject Classification

Art and Design

Other Assistants

BERKSHIRE
ELSTREE SCHOOL
Woolhampton, Nr. Reading
(I.A.P.S. - 165 boys aged 8 - 13)
Required for September 1985, a well qualified and experienced teacher of LATIN to Scholarship and C.E.E. level; games and CREE teaching could also be available. All teaching is undertaken in Subject Rooms in the new classroom block. The successful applicant would be encouraged to purchase a new course book of his/her choice.
An eagerness to participate fully in boarding school life is essential: a housemastership could be offered to the right applicant.
Please apply in writing to the Headmaster with C.V. and the names & tel. telephone numbers of two referees. (33928) 203418

HARROW
ORLEY FARM
I.A.P.S. 350 Boys 7 - 13
Applications are invited for a Teacher of Art and English beginning September 1985. Flourishing Arts Centre, facilities for pottery etc. English Teaching to C.E.E. Burnham Scale.
Apply with C.V. and names of two referees to the Headmaster, Orley Farm School, South Hill Avenue, Harrow, Middx. HA1 3NU. (34104) 201294

SHROPSHIRE
PACKWOOD HAUGH
Ruyton XI Towns, Shrewsbury SY4 1HX
Required for September a teacher of Latin for General Entrance and Middle School work. Willingness to take games or produce plays a distinct advantage.
Burnham Scale, single or Married accommodation.
Good private pension scheme.
Applications with C.V., names, addresses and telephone numbers of two referees to The Headmaster. (41671) 201624

KENYA
ST. ANDREW'S SCHOOL
Turi
MATHEMATICS
See Overseas Appointments. (41590) 203424

SURREY
THE HAWTHORNS
Pondell Court, Ritchingley (IAPS, boarding and day, 120 boys)
Qualified teacher, with relevant experience, required in September 1985 to teach MATHEMATICS to P.S.S. standard. Ability to coach games an advantage. Normal supervision duties. Burnham Scale. Accommodation available.
Apply Headmaster with C.V. and names and telephone numbers of 2 referees. (33285) 203424

YORK
HOWSHAM HALL
York
Tel: Whitwell-on-the-Hill (0653381) 374
A small boarding preparatory school for 75 boys requires a teacher of mathematics to C.E. and P.S.S. level to start September 1985. Ability to coach cricket and/or rugby would be an advantage. A two bedroom cottage will be available if required. (33853) 203424

Modern Languages

Heads of Department

BERKSHIRE
PRIOR'S COURT Newbury, Berks.
See display box. (33603) 203618

BRISTOL
MODERN LANGUAGES HEAD OF DEPARTMENT CLIFTON COLLEGE PREPARATORY SCHOOL
(500 boys aged 7 - 13)
Required for September 1985, an experienced, well-qualified teacher to take over a flourishing department of nine. Excellent opportunities and good salary for first class teacher with energy and enthusiasm.
For further details please write to the Headmaster, Clifton College Preparatory School, The Avenue, Bristol BS8 3HE. (33824) 203618

WEST SUSSEX
GREAT BALLARD SCHOOL
Eartham, Chichester
(IAPS, Co-educational, Boarding & Day)
Required for September a qualified teacher to teach French throughout the school up to Public School Entrance standard.
Willingness to take part in out of school activities an advantage.
Burnham salary.
Apply by letter to The Headmaster. (33888) 203618

Other Assistants

DORSET
FORRES
Swanage, Dorset BH19 1PR
Required for September for this I.A.P.S. co-educational boarding school, previously qualified, resident teacher of French to C.E. and P.S.S. standards. A willingness to play a full part in the life of the school and the ability to coach boys' team games will be important assets.
Please apply to the Headmaster with C.V., names, addresses and telephone numbers of two referees. 203624

LANCASHIRE
LAWRENCE HOUSE SCHOOL
St. Annes-on-Sea
I.A.P.S. Co-educational
Required for April, 1986, a qualified French teacher for 11 years+ range with ability to teach some English. Willingness to take part in usual boarding school activities and games an advantage. Burnham Scale 3.
Application with C.V. and names of two referees to: The Headmaster. (33893) 203684

Science

Other Assistants

BERKSHIRE
MALTMBURY JUNIOR SCHOOL
Windsor
I.A.P.S. School (300 boys)
Required for September, Teacher of Science/Biologist particularly needed to work throughout the school. French and Classical Subjects for Junior Forms.
A Non-resident post.
Salary Halleybury Scale. A commitment to boarding life in a Christian school with emphasis together with supervision in games particularly with Juniors and school duties.
Ability to drive, swim and type helpful. Musician or artist preferred. Could be suitable for a second teaching post.
Please write to the Headmaster, The Rev. P.R.L. Morgan, with c.v. and names and telephone numbers of two referees. (34315) 204824

KENT
THE JUNIOR SCHOOL, ASHFORD SCHOOL
I.A.P.S. - Day and Boarding school - 135 girls, 7 - 11 years
A well qualified enthusiast is required from September 1985 to be responsible for games and P.E. throughout the Junior School, using facilities in well established partnership. Burnham Scale 1. D.E.S. Superannuation.
Applications with names and addresses of two referees to: Mr P.H. Power, Head of the Junior School, Ashford School, East Hill, Ashford, Kent TN24 8PB. (33406) 204224

NORFOLK
RIDDLESWORTH HALL
Norfolk
Required for September a Mistress for Physical Education in this Preparatory Boarding School for Girls. The standard of work is high and the facilities (including a new purpose-built indoor pool) good.
Further particulars obtainable from the Secretary.
Applications to the Headmistress please including C.V., qualifications, subsidiary subjects offered, etc. as soon as possible - Mrs. Jane Wood, Riddlesworth Hall School, Diss, Norfolk IP22 1PH. STA. (33896) 204224

Other than by Subject Classification

Heads of Department

LONDON
WIMBLEDON HIGH SCHOOL G.P.D.S.T.
Required for September the appointment of a well qualified teacher as Head of the Junior Department. This comprises approximately 150 girls aged 7 to 11. The Head of the Junior Department is responsible to the Headmistress for the day to day organisation and administration of the school and for half time Burnham Scale 3.
Further particulars and application form can be obtained from the Headmistress, Wimbledon High School, G.P.D.S.T., Mansel Road, London SW19 4AB. Tel: 01-946 1756. Closing date for applications Friday 8th March 1985. (30579) 203543

LONDON
BURSTON HOUSE
Ealing, W5 3DR
Tel: 01-997 0331
HEAD OF JUNIOR SCHOOL
(80 boys aged 4½ - 8)
Required from September 1985 at this expanding IAPS boys' day school.
Please apply with c.v. and details of two referees to the Headmaster. (33980) 203424

MIDDLESEX
S. JOHN'S SCHOOL
Northwood
230 day boys
Required for September 1985 a qualified teacher to take charge of a form of eight year olds. An interesting opportunity for a keen, enthusiastic teacher. Salary above Burnham scale.
Application with C.V. names of two referees and telephone number of two referees to: The Headmaster, St. John's School, Potter Street, Northwood, Middx. HA6 3QY. (33878) 203568

SUSSEX
ST. ANDREW'S SCHOOL
Meads, Eastbourne, East Sussex BN20 7RP
(I.A.P.S. Co-educational 235 children)
Required for September 1985 an enthusiastic experienced teacher of
HEAD OF PRE-PREP. DEPARTMENT
to St. Andrew's Pre-Prep to succeed the retiring Head. The present building and there are two classes serving 30 children aged 4, 5, 6, 7. Early in 1986 the Pre-Prep. will transfer to a purpose built, architect designed new building with a successful applicant being required to help plan and develop the facilities.
St. Andrew's is set across Burnham and Government Superannuation.
Apply in writing to the Headmaster, giving details of curriculum vitae and names of two referees. (34112) 203424

Other Assistants

BERKSHIRE
PRIOR'S COURT
Newbury, Berks.
See display box. (33604) 203624

BUCKINGHAMSHIRE
DAVENIES SCHOOL
Beaconsfield
IAPS Day School 180 boys
Required from 29th September 1985 (maternity leave) to 1988 (maternity leave) with likely permanent appointment at end of period, a full time specialist teacher for some of the following games and all experienced: Cricket, Burnham Scale plus responsibilities, Burnham Supplementary Allowance, Government Superannuation, London Fringe. Non-resident post.
Apply in writing to the Headmaster giving details of qualifications and experience and the names of two referees. (33587) 203624

WEST YORKSHIRE
SILCOATES SCHOOL
Wrenthorpe, Wakefield WF2 0PD
(HMC: Independent Boys's Boarding and Day School: 600 pupils from 7 - 18)
Required in September 1985 a well qualified FORM TEACHER for a class of 9 year old boys. There are also opportunities to be involved in games and activities throughout the age range of the School.
The post would be suitable for an experienced or a newly-qualified teacher. Salary Burnham Scale according to qualifications and experience.
Applications with curriculum vitae and the names of two referees to the Headmaster. (34660) 205624

WIRRAL

COLLEGES OF FURTHER EDUCATION
continued

HUMBERSIDE
COUNTY COUNCIL
THE EAST YORKSHIRE COLLEGE OF FURTHER EDUCATION
HEAD OF DEPARTMENT OF SCIENCE AND TECHNOLOGY (Grade II)
Tenable from 1 September 1985

The Department has developed out of a Section responsible for Computing and Electronic Engineering and now encompasses these areas of work, and Electrical Engineering, Motor Vehicle and General Engineering.

The postholder will be expected to manage staff and specialist resources, to provide courses in Science and Technology and to co-ordinate and develop the use of modern technology within full College courses.

As a member of the Senior Management Team, the postholder will be performing college-wide role in addition to responsibility for the management of the Department.

Salary: Head of Department, Grade II - £12,332 - £14,118 p.a.

Application forms and further particulars may be obtained from The Principal, The East Yorkshire College of Further Education, West Street, Bridlington, North Humberside YO15 3EA. Tel: (0262) 672670.

Closing date 1st March 1985. (34518) 220018

Other Appointments

CAMBRIDGESHIRE
CAMBRIDGE COLLEGE OF FURTHER EDUCATION
Newmarket Road, Cambridge CB5 8EC
Tel: 357545

COUNTY LIBRARIAN
Scale 4 (£6,264 - £7,005)

A qualified Librarian with a lively personality is required as soon as possible.

He/she will join a small team in assisting the College Tutor Librarian to develop and run the new Library service. Previous experience in the library field or Education College would be an advantage, as would an interest in Open Learning: the college acts as a study centre for Midtech.

Further details and an application form are available on receipt of SAE from Miss F. Keegan, Library Secretary to whom all applications should be addressed to arrive by Monday 4 March 1985. (35479) 220026

BEDFORDSHIRE
BEDFORD COLLEGE OF HIGHER EDUCATION
SCHOOL OF ENGINEERING
LECTURER II IN ELECTRONICS

This post, to be filled at the earliest possible opportunity, will carry responsibility for the teaching of electronics and allied subjects on Certificate and Higher Certificate B/TEC programmes. In addition, course tutorials, development and planning will form an integral part of the duties associated with the post.

The successful candidate will be qualified to at least Technician Engineer standard with expertise in electronics and preferably experience in signal processing, data transmission and microprocessor applications. He/she will be expected to take a leading part in updating courses in response to modern education initiatives.

Further details and application form available from The Director, BCHE, Manderville Street, Bedford MK42 0AH (0234 45151).

Bedford is an Equal Opportunities Employer.

(347431) 220026

BERKSHIRE
BULMERSHE COLLEGE OF HIGHER EDUCATION

Required for 1 September 1985.

LECTURER II/SENIOR LECTURER IN DRAMA to teach on B.Ed., P.G.C.E. and B.A. programmes.

The person appointed will join a team of eight tutors within the Division of Film & TV.

Strong academic qualifications in Drama and recent experience of teaching drama in schools essential.

Further particulars and application forms may be obtained from: The Deputy, Bulmershe College of Higher Education, Woodlands Avenue, Earley, Reading RG6 1HY. Tel: Reading (0734) 663387.

Completed forms to be returned by 11 MARCH 1985.

Berkshire County Council is an equal opportunity employer. (34454) 220026

BERKSHIRE
LANGLEY COLLEGE OF FURTHER EDUCATION

LECTURER II/COURSE TUTOR TO NNEB CERTIFICATE COURSE

Applications are invited for the above post commencing on 1st September, 1985.

Applicants should be suitably experienced and qualified to take charge of this well established course. Candidates should possess good organisational skills, be well versed in current trends relating to the care of the 0 - 5 age groups and preferably have at least two years' experience as an External Examiner for NNEB.

Salary Scale: £7,806 to £12,357.

Berkshire has a scheme for assisting with removal expenses.

Berkshire County Council is an equal opportunity employer.

Further information and application forms from: The Registrar, Langley College of Further Education, Station Road, Langley, Slough SL3 8BY. Please enclose a stamped, addressed, foolscap envelope.

Closing date: 1st March, 1985. (35408) 220026

CHESHIRE
MID-CHESHIRE COLLEGE OF FURTHER EDUCATION

DEPARTMENT OF GENERAL STUDIES

LECTURER GRADE I IN PHYSICAL EDUCATION

Required for Summer Term, 1985 a Lecturer Grade I in Physical Education with particular responsibility for female students.

Further details and application forms, which should be returned by 1st March 1985, can be obtained from: The Principal, Mid-Cheshire College of Further Education, Hartford Campus, Northwich, Cheshire CW8 1LJ. (34532) 220026

CLEVELAND COUNTY
LONDONDERRY COLLEGE OF FURTHER EDUCATION
(Re-advertisement)

Applications are invited from suitably qualified candidates for the following posts:-

SENIOR LECTURER IN MICROELECTRONIC APPLICATIONS

Applicants should have graduate/equivalent qualifications in an Engineering/Electrical/Science type discipline. The successful candidate will need to have the ability to develop and manage C.A.E. and microelectronic applications courses and curriculum across traditional engineering disciplines.

LECTURER I IN MICROELECTRONICS/ELECTRONIC ENGINEERING

Applicants should have a sound up-to-date knowledge of electronics, be well qualified and capable of teaching practical electronics to a good standard. Recent industrial experience would be an advantage, but is not essential.

Salary: Senior Lecturer - £11,178 - £13,128
Lecturer I - £5,910 to £10,512

Application forms and further details are available from the Principal's Secretary, Longlands College of Further Education, Longlands Street, Middlesbrough, Cleveland TS4 2JW to whom completed application forms should be returned within 14 days of the appearance of this advertisement. (34609) 220026

EXETER
EXETER COLLEGE
Hele Road, Exeter EX4 4JS

Required for September 1985 - Two half-time lecturers in Food Science to share One LECTURER I post, in Food Science. (10.5 hours per week).

Applicants should have appropriate qualification and teaching experience.

Further details and application form (returnable within two weeks of the date of this advertisement) from the Principal - SAE please). (35698) 220026

GRAMPIAN
REGIONAL COUNCIL

SENIOR LECTURER II

Secretarial Studies Dept.

Required at Aberdeen College of Commerce, Dunbar Hall Building for Shorthand, Typewriting, Audio/Word Processing in Modular and Advanced courses, together with Departmental duties in the discipline. The successful candidate will need to have the ability to develop and manage C.A.E. and microelectronic applications courses and curriculum across traditional engineering disciplines.

Salary £16,881 to £17,777.

Application forms and further details from Director of Education, Woodhill House, Aberdeen AB9 2HT with whom applications (3 copies) should be lodged by Monday, March 4. (35575) 220026

GUERNSEY
STATES EDUCATION COUNCIL
GUERNSEY COLLEGE OF FURTHER EDUCATION

Applications are invited from suitably experienced and qualified persons for the post of Lecturer in Crafts, Grade II duties to commence 1st May 1985.

Duties will include the teaching of trowel trade theory and practical to students completing the City and Guilds Bricklaying, Plastering and Concreting Course No. 6 up to and including the advanced level examination and to assist in the teaching of allied subjects on the construction craft courses. An ability to teach subjects in the T.E.C. Course in Building Studies would be an advantage.

Applicants should preferably be teachers trained and possess as a minimum qualification an appropriate advanced City and Guilds Craft qualification or equivalent, together with relevant industrial and teaching experience.

Application forms and further details of the post may be obtained, on receipt of a self addressed unstamped foolscap envelope, from The Director of Education, Education Department, P.O. Box 32, La Couperderie, St. Peter Port, Guernsey (Tel: 0481 23926) to whom completed forms must be returned no later than 1st March, 1985. (33414) 220026

HAMPSHIRE
EDUCATION COMMITTEE
BROCKENHURST COLLEGE

This recently formed Tertiary College has a vacancy for a Nursing Tutor to complement under Tertiary re-organisation Sixth Form College staff.

220026

HAMPSHIRE
COUNTY COUNCIL
SOUTHAMPTON TECHNICAL COLLEGE
Re-advertisement

Post No. 468 - LECTURER GRADE I. To teach English as a Foreign Language with some Modern Language teaching (French or German or Spanish).

Salary Scale £5,910 - £10,512. Plus fringe allowance £258). (35071) 220026

Application forms and further details available from the Principal, Southampton Technical College, St Mary Street, Southampton SO9 4WY (enclosing s.a.e.), to whom completed application forms should be returned by 1 February 1985. (34750) 220026

HARROW
LONDON BOROUGH OF HARROW

HARROW COLLEGE OF FURTHER EDUCATION

DEPARTMENT OF GENERAL STUDIES

LECTURER GRADE I - ECONOMICS

Required 15 April 1985 or soon as possible thereafter, for 2 years (Point 1) to teach ECONOMICS to A-level or equivalent, on a variety of full and part-time day and evening courses and to assist in the teaching of Sociology courses. Applicants should possess appropriate graduate and teaching qualifications.

Salary as per FE Burnham Committee Scale for a Lecturer I (£5,910 - £10,512 per annum plus Outer London Allowance.

Application forms and further details are available from the Principal's Secretary, Harrow College of Further Education, Lowlands Road, Harrow, Middlesex, Tel: 01-422 0131 to whom they should be returned by 1 March 1985.

Harrow is An Equal Opportunities Employer (34637) 220026

COLLEGES OF FURTHER EDUCATION
continued

HERTFORDSHIRE
CASSIO COLLEGE
Langley Road, Watford
DEPARTMENT OF ACADEMIC AND SOCIAL STUDIES

Required from 1 September 1985

1 ECONOMICS AND BUSINESS STUDIES

to teach Economics and Business Studies to GCE/CSE level with a willingness to apply Economics throughout the 16 - 19 curriculum.

Further details and application forms are available from the Principal to whom completed forms should be returned by 4 March 1985.

Salary range £5,910 - £10,512 plus fringe allowance £258). (33501) 220026

HERTFORDSHIRE
EAST HERTS COLLEGE
Turnford, Cuffley, Herts. EN10 6AF
Tel: Hoddesdon (0992) 466451

LECTURER GRADE I IN ELECTRONICS AND ALLIED SUBJECTS

Required for 1st May, or as soon as possible, to teach Electronic Theory and Practice to students on BTEC, City & Guilds and HNC courses. An interest and enthusiasm for Practical Electronics and its application to computing and control is desirable.

Applicants should have industrial experience and be qualified to HNC standard or equivalent.

Salary £5,910 - £10,512, according to experience, plus Outer London Fringe Allowance of £258.

Completed forms should be returned to the Principal by 4 March 1985.

Further details and application forms obtainable from the Principal's Secretary, to whom they should be returned within two weeks of the appearance of this advertisement. (34534) 220026

HUMBERSIDE
COUNTY COUNCIL
GRIMSBY COLLEGE OF TECHNOLOGY
TEMPORARY LECTURER II M.S.C. ADULT PRESENTATION COURSES

Required from the 1st May, 1985 to organise and teach some of the following:- English, Numeracy, Communication Skills, Career Literacy and Job Getting Skills.

Salary Scale: £7,548 - £10,065 p.a.

Application forms available, on receipt of a stamped addressed envelope, from the Personnel Section, Grimsby College of Technology, Nuns Corner, Grimsby, North Lincolnshire DN34 5BQ. Closing date 22 February 1985. (34556) 220026

NORTHAMPTON
NORTHAMPTON COLLEGE OF FURTHER EDUCATION

Booth Lane South, Northampton NN3 3RF

Tel: (0604) 403388

Principal: R. Barden, B.Sc.(Econ)

LECTURER I, DRAMA

To teach on the Drama Foundation Course and throughout the College. Newly qualifying applicants as well as experienced teachers are welcomed.

Details from the Principal (s.a.e.s.). Close date 1st March 1985. (34131) 220026

NEWCASTLE UPON TYNE
CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
COLLEGE OF ART AND TECHNOLOGY
DEPARTMENT OF FOOD PREPARATION INDUSTRIES
SCHOOL OF HAIRDRESSING AND BEAUTY CULTURE

LECTURER GRADE II IN HAIRDRESSING - CO-ORDINATOR FOR YTS

Applications are invited for the above post, duties to commence 1 May 1985 for as soon as possible thereafter, to lead a team of Department Staff engaged in the area of Hairdressing and Cosmetology. Applied theory on all Hairdressing YTS schemes.

1. Unit administration and co-ordination of the Simonside Annexe of the School;

2. Co-ordination and administration of Cosmetology curriculum for all Hairdressing YTS Programmes;

3. Co-ordination and administration of Theory components in respect of Hairdressing YTS Schemes.

The successful applicant will be required to teach Hairdressing up to Craft/Advanced Studies Certificate level. Teaching experience and relevant qualifications are essential and evidence of course and administrative expertise is desirable.

SALARY SCALE: £7,458 - £12,089.

Application forms and further particulars are available from the Personnel Officer, College of Arts and Technology, Maple Terrace, Newcastle upon Tyne NE4 7SA, to be returned within 14 days of the appearance of this advertisement. (34569) 220026

SHEFFIELD
STANNINGTON COLLEGE
Shefflin Lane, S6 5FQ

SENIOR LECTURER

Ref. No. 1713,128

Applications are invited for the above post in the Department of Business and Secretarial Studies.

Will be required to act as Departmental Co-ordinator of the BTEC work within the Department.

Application forms and further particulars from the Chief Administrative Officer (Ref. JB), Stannington College, Myers Grove Lane, Sheffield S6 5JL. Tel: 0742 341691. Closing date 1st March, 1985. Please enclose an S.A.E.

It is the policy of the Sheffield City Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of handicap, sex or race. (33786) 220026

SUNDERLAND
BOROUGH OF SUNDERLAND
MONKWEARMOUTH COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF FOOD, DRESS & CREATIVE STUDIES

LECTURER I in CATERING PRODUCTION

Applications are invited for the above post from suitably qualified persons who possess good and varied trade experience. A teaching qualification and/or teaching experience is desirable.

Duties to commence as soon as possible.

Salary: £5,910 - £10,512.

Application forms and further details are available upon receipt of a stamped, addressed envelope from the Principal, Monkwearmouth College of Further Education, Swan Street, Sunderland SR5 1ES.

Closing date for applications: 1st March, 1985. (33986) 220026

WALSALL
WALSALL COLLEGE OF TECHNOLOGY

SENIOR LECTURER

Business and Management Studies Department

Required to co-ordinate and develop BTEC Higher National Certificate courses.

Applicants must be experienced lecturers and possess a relevant degree and/or professional qualification. A commercial/industrial background would be an advantage.

For further details and application form send S.A.E. marked "Job Application" to: The Principal, Walsall College of Technology, 81, Paul Street, Walsall WS1 1XN.

Closing date: 1.3.85.

Walsall is an Equal Opportunity Employer (34701) 220026

KINGSTON UPON THAMES
KINGSTON COLLEGE OF FURTHER EDUCATION
Kingston Hall Road, Kingston upon Thames, Surrey KT1 2AQ

DEPARTMENT OF MECHANICAL AND MOTOR VEHICLE ENGINEERING

SENIOR LECTURER

Required from 1st September 1985 or as soon as possible in the Motor Vehicle Section of the Department. The person appointed will be responsible for M.Sc. courses at Kingston and will be the development of new technology in the Motor Vehicle systems and computer applications. Applicants should possess graduate or professional qualifications in Engineering and have had appropriate industrial experience.

Salary scale: £11,175 - £14,061 plus £678 p.a. London Weighting.

For further details and an application form please apply in writing to the Principal quoting Post No. 80.83.05 and enclosing a large stamped addressed envelope. Completed forms to be returned by Tuesday 5th March 1985. (34520) 220026

NOTTINGHAMSHIRE
COUNTY COUNCIL

AN EQUAL OPPORTUNITY EMPLOYER

CLARENDON COLLEGE OF FURTHER EDUCATION

LECTURER

Grade II £7,548 - £12,099

MANAGEMENT/BUSINESS STUDIES

Required for the 1st May, 1985 in the Department of Business, Professional and Management Studies to teach Principles and Practice of Management to courses including NEBSS, First Line Management (Health Service), full-time Secretarial and BTEC Diploma.

Salary scale: £7,548 - £10,065 per annum.

Further details and application forms are available from the Principal's Secretary at the College. Closing date: Seven days after the appearance of the advertisement (S.A.E. please). (34574) 220026

WARWICKSHIRE
NORTH WARWICKSHIRE COLLEGE OF TECHNOLOGY AND ART
Hinckley Road, Nuneaton CV11 6BR

LECTURER GRADE II IN SECRETARIAL STUDIES

A Lecturer Grade II in Secretarial Studies is required to start on 1st September, 1985. Applicants should be able to teach Shorthand, Typewriting, Word Processing, Office Practice and Secretarial Duties and should be qualified to teach at both commercial or industrial experience.

Salary scale: £7,548 - £10,065 per annum.

Further details and application forms are available from the Principal's Secretary at the College. Closing date: Seven days after the appearance of this advertisement. (34143) 220026

WILTSHIRE
CHIPPENHAM TECHNICAL COLLEGE
Cocklebury Road, Chippenham, Wilts. SN15 3QD

A Lecturer I is required from 15th April 1985 for the duration of the maternity leave of a permanent lecturer to teach Biology up to G.C.E. 'A' level.

The successful candidate is likely to be a teacher trained graduate with teaching experience.

Application form and further details can be obtained from the Clerk to the Governors at the College (an sae/cir or 4 S.A.E. and should be returned within two weeks of the appearance of this advertisement. (34143) 220026

EDUCATION DEPARTMENT

KENT COLLEGE FOR THE CAREERS SERVICE

APPOINTMENT OF

PRINCIPAL

Applications are invited from persons with appropriate professional qualifications and experience for the post of Principal of the Kent College for the Careers Service, Swanley, Kent, which is to be filled from 1st September 1985 on the retirement of the present Principal. The salary is currently £15,765 per annum plus £258 per annum London Area Allowance.

The main work of the College is, each year, to prepare up to 60 full-time students for the Diploma in Careers Guidance awarded by the Local Government Training Board and short courses are provided for experienced Careers Officers and support staff.

Application forms and further particulars (enclose SAE) are obtainable from the County Education Officer (reference T4), Springfield, Maidstone, Kent ME14 2LJ, to whom completed forms should be returned by 28th February 1985. (10026)

KENT COUNTY COUNCIL

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

AIREDALE AND WHARFEDALE COLLEGE OF FURTHER EDUCATION
Clayton Lane, Horsforth, Leeds LS18 4RQ
Telephone: 581723
Principal: Mr H Johnson, B.Eng, FRSA

Appointment of Principal

Salary: Within the range £20,448-£21,489

Applications are invited from suitably qualified persons for the post of Principal of Airedale and Wharfedale College, with effect from 1st May or 1st September 1985. The College offers a wide range of general and vocational courses with particular emphasis on engineering and business studies. Candidates are asked to note that the City Council has agreed in principle to a re-organisation of 'tertiary education' in the city and it is anticipated that Airedale and Wharfedale College will play a major role in this development.

Details and application forms are available from the Director of Education (FE/5), Leeds City Council, Selectapost 17, Merrion House, 110 Merrion Centre, Leeds LS2 8DT. Telephone: 462264.
Leeds is an equal opportunities employer.
Closing date: Monday 25th February, 1985 (6366)

KINGSTON COLLEGE OF FURTHER EDUCATION

Vice-Principal

Applications are invited for the post of Vice-Principal (Group 7). The vacancy, which is available now, arises through the promotion of the last postholder to a Principalship.

Application forms and further details may be obtained from:

The Clerk to the Governors,
Kingston College of Further Education,
Kingston Hall Road,
Kingston-upon-Thames,
KT1 2AQ

Completed applications must be returned by 1st March, 1985.

ROYAL BOROUGH OF KINGSTON UPON THAMES (10042)

BEXLEY LONDON BOROUGH

Erith College of Technology (Group 7)

Applications are invited for the appointment from September 1985 of

PRINCIPAL

of this well established college.

Candidates should have substantial experience at a Senior Level in Further Education, a commitment to the development of post 16 Education and training, together with managerial skills of a high order.

The Principal will work with the Governing Body and the Local Education Authority to ensure the College meets the changing needs of Industry and Commerce in the area.

Salary £23,661 per annum including London Allowance

Further particulars and application form returnable within 14 days from Director of Education (T5), Town Hall, Crayford, Kent DA1 4EN. (6365)

HAMPSHIRE
EDUCATION COMMITTEE

Vice-Principals

BASINGSTOKE TECHNICAL COLLEGE (Group 6)
reference FE/BTC/WR

BROCKENHURST (TERTIARY) COLLEGE (Group 5)
reference FE/BC/TY

Applications are invited for the above posts which become vacant due to promotion and retirement respectively.

Application forms and full particulars, which must be returned by Friday, 8th March 1985, may be obtained from The County Education Officer, The Castle, Winchester, Hants. SO23 8UG, quoting the reference which is applicable to the appropriate post. (6376)

CAMBRIDGESHIRE COUNTY COUNCIL
PETERBOROUGH TECHNICAL COLLEGE
Re-Advertisement

Appointment of Deputy Principal

Applications are invited from suitably qualified and experienced candidates for the above post.

The Deputy Principal is a member of the College Management Team together with the Principal and four Assistant Principals.

Previous applicants to notify the College if they wish to be re-considered.

Salary Range Group 6: £18,330-£19,311 p.a.

Application forms and further information from The Principal, Peterborough Technical College, Park Crescent, Peterborough PE1 4DZ.

Closing Date March 1st 1985 (6367)

HUMBERSIDE COUNTY COUNCIL

NORTH LINDSEY COLLEGE OF TECHNOLOGY

Kingsway, Scunthorpe, South Humberside, DN17 1AJ.

HEAD OF SCHOOL OF TECHNOLOGY

Applications are invited for the post of Head of School of Technology with effect from 1st September, 1985.

This is a new post arising from the reorganisation of the College management structure. The post combines certain cross-College responsibilities with oversight of provision in Construction and Engineering.

Salary Scale Head of Department Grade 5, currently £16,098 to £17,877.

Application forms and further details (s.a.e. please) from the Principal at the College.

Closing date 4th March, 1985. (10772)

SURREY EDUCATION COMMITTEE
GUILDFORD COUNTY COLLEGE OF TECHNOLOGY

Business Studies – Head of Department Grade VI

Salary £17,397 – £19,170
plus £258 Fringe Area Allowance.
(Salaries under review from 1st April 1985)
Relocation expenses payable in accordance with County Council scheme.

Applications invited for this appointment to commence duties 1st September, 1985. The work of the department includes Business Studies to HND, Secretarial, Computing and Management Studies Courses and co-ordination of Adult Training Services.

Further particulars and application forms from Principal, Guildford County College of Technology, Stoke Park, Guildford, Surrey, GU1 1EZ (s.a.e. requested).

Closing date: Monday 4th March, 1985. (6369)

LEWES TECHNICAL COLLEGE
East Sussex

Department of Engineering, Science & Construction

HEAD OF DEPARTMENT (GRADE IV)
w.e.f. 1.9.85
An important post with wide responsibilities.

Department of Social & Community Studies

SENIOR LECTURER to co-ordinate the work of Prevocational Education across the College
w.e.f. 1.4.85 (Y.T.S. CPVE MSC liaison)

Department of Business Studies

LECTURER GRADE II in Travel & Tourism
w.e.f. 1.4.85 (YTS and BTEC schemes)

LECTURER GRADE I in Information Technology
w.e.f. 1.4.85 (Business applications).

Salary Scales		
	HoD Grade IV	£14,799–£16,578
	Sen. Lecturer	£11,175–£13,128
	Lecturer II	£7,548–£12,099
	Lecturer I	£5,910–£10,512.

Application form and further particulars from The Principal, Lewes Technical College, Mountfield Road, LEWES. (6361)

ROYAL BOROUGH OF KINGSTON upon THAMES
KINGSTON COLLEGE OF FURTHER EDUCATION

Head of Department of Community Studies and Creative Arts (Grade III)
Post NO. 80/52/04

This new department is being set up in September and its initial core will comprise Hairdressing, Nursery Nursing, community Care, and Art and Design. Other courses will be considered during the 1985/86 session, when it is anticipated that the department will reach Grade IV.

Salary scale: Head of Department (Grade III). £13,692-£15,282 plus £678 London Weighting.

Further details and application form obtainable from Principal, Kingston College of Further Education, Kingston Hall Road, Kingston upon Thames, Surrey, KT1 2AQ. To be returned by 1st March 1985. (10783)

ilea colleges
INNER LONDON EDUCATION AUTHORITY

Applications are invited for the following posts. Salary scale in accordance with the Burnham (FE) Award: LECTURER GRADE I (Full part-time pro rata). On an incremental scale within the range of £5,910-£10,512 starting point depending on qualifications, training and experience. LECTURER GRADE II £7,548-£12,099, HEAD OF DEPARTMENT GRADE IV £14,799-£16,578. Subject to formal approval there is an Inner London Allowance of £1,638. All posts which are graded Lecturer I to Principal Lecturer are considered suitable for job share. Applications for job share arrangements will only be considered if submitted on a paired basis. A register of potential Job Sharers is maintained by Mrs. H. Brockmoen, EO/FHE/SO, OPPS, Room 385F, The County Hall, London SE1 8PB. ILEA is an equal opportunities employer.

COLLEGE FOR DISTRIBUTIVE TRADES
20 Leicester Square, WC2H 7LE

(1) HEAD OF THE DEPARTMENT OF MANAGEMENT STUDIES (Grade IV)
Applications are invited for this post from those with suitable qualifications and experience. The post will become vacant on September 1, 1985 on the retirement of C.A.G. Golding MA (Oxon). The department is unique in that it specialises in the teaching of management to the retail and wholesale trades, covering such aspects as buying, merchandising, marketing and personnel management.

Full details are available from the Senior Administrative Officer for the College to whom completed application forms should be sent by 28 February 1985.

(2) ASSOCIATE LECTURER I (0.5) required to teach textiles and some textile technology to a wide range of courses in the Merchandising Department.

Salary pro rata. Application forms returnable by 28 February 1985 obtainable from the Senior Administrative Officer. Tel: 01-839 1647.

(3) PART TIME VISITING LECTURERS able to teach Fashion Merchandising/Buying and Related Subjects.

Please apply in the first instance by letter with C.V. to the Head of Merchandising Department.

HACKNEY COLLEGE
Department of Building
LECTURER II in BRICKWORK

Applications are invited for the above post to commence at the start of the Summer Term 1985.

Candidates should be well qualified in the craft, have sound industrial experience, be fully conversant with current trends in building craft education and hold a Teachers Certificate.

The person appointed will assume leadership of the Brickwork Section in addition to teaching Brickwork theory and practice on a range of courses up to C&G Advanced Craft Certificate.

Good organisational ability will be required and a willingness to take full advantage of the opportunity the post offers in making a significant contribution to the work of the department.

Application forms and further details obtainable, (non-returnable) by Mrs. A. Yarrow, Hackney College, Kehan House, Mare Street, E8 4RG. Tel: 01-986 8484 Ext. 282 Closing date: 1 March.

ISLINGTON SIXTH FORM CENTRE
(1) SCALE 2 ENGLISH TEACHER
(2) SCALE 2 CO-ORDINATOR OF COMPUTER EDUCATION
See the full advertisement in the ILEA Schools block advertisement.

LONDON COLLEGE OF FURNITURE
41/71 Commercial Road, E1 1LA
Tel: 01-247 1953
Furniture Department

LECTURER II
IN MATHEMATICS

A lecturer is required as soon as possible, to undertake the organising and teaching of mathematics within the Science Section, which services courses throughout the College.

The successful applicant will teach mathematics and calculations on a variety of City & Guilds and BTEC Courses at both diploma and higher diploma levels.

An ability to offer computer science/literacy would be an advantage.

Further details and application forms are available from The Clerk to the Governors at the College.

SOUTH EAST LONDON COLLEGE
Lewisham Way, SE4 1UT
Tel: 01-691 8000
(24 hour Answering Service)
Business and Administrative Studies Department

LECTURER II IN COMPUTER STUDIES
- 2 Posts (Ref:BAS 62/82A)

Applications are invited for these two vacant posts in the Computer Section of the Department. The requirement is for individuals with a degree or professional qualifications in Computing plus in-depth commercial experience in both Programming and Systems Analysis. A good knowledge of Structured COBOL is mandatory and teaching experience would obviously be a great advantage.

Assistance may be given towards household removals and expenses.

Further information and application forms may be obtained from the College at the above address tel: 01-691 8000 (24 hour Answering Service). Application forms to be returned by 1 March 1985. It is essential to quote the correct reference number.

SOUTH WEST LONDON COLLEGE
Management Studies Department

LECTURER II
Required as soon as possible to teach General Management. Re-advertisement.

Applicants should have a relevant professional qualification or an appropriate degree with managerial and some teaching experience. Assistance may be given towards household removal expenses.

Further information and forms of application, returnable within 14 days, from Deputy Administrative Officer, South West London College, Tooting Broadway, SW17 8TG. (7388).

COLLEGES OF FURTHER EDUCATION
continued

WILTSHIRE
COUNTY COUNCIL

THE COLLEGE
Swindon
SWINDON TECHNOLOGY UNIT
TUTOR COUNSELLORS

Swindon Technology Unit is an Open Access Practical Training Facility which employs technology to meet the needs of its clients. The Unit, based at The College, Swindon, is funded, initially, by the Open Tech Unit of the M.S.C. A small integrated team is being recruited who will report to the Project Leader of the Unit, and, as a result, up to 9 tutor counsellors are required to commence on 1st April 1985.

The successful candidates are likely to have:-

*Graduate or equivalent qualifications.

*Relevant practical experience in the field of Technology, gained either in industry or commerce.

*Experience in designing and developing Open Learning Materials and Computer Based Training.

*Marketing and Consultancy skills to identify and meet the needs of the clients.

*Tutoring, advisory and counselling skills.

*The commitment to work as a member of a team dedicated to establish the Unit on a sound commercial basis.

SALARY: On scales ranging up to £13,059 or £14,061 according to qualifications and experience.

Application form and further details (S.A.E. please) from and returnable to The Principal, The College, Regent Circus, Swindon SN1 1PT by 1st March 1985. (34398) 280036

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

University Appointments

LEEDS
UNIVERSITY OF LEEDS
SCHOOL OF EDUCATION
LECTURER

Applications are invited for a temporary post available for a fixed period of 2 years commencing September, 1985.

A good Honours Degree and higher Degree in a relevant area are requested as well as special interest in the History of Education. Recent teaching experience in a school would be an advantage.

Salary on the academic scale for Lecturers (£7,320 - £14,025) according to age, qualifications and experience.

Informal enquiries may be made to Professor P. Gosden. (Tel: 0532 431791, ext. 6149).

Application forms and further particulars may be obtained from the Registrar, The University of Leeds, Leeds LS2 9JT quoting reference no. 2677/A. Closing date for applications 1st March 1985. (34840) 280000

UNIVERSITY OF LONDON
GOLDSMITHS' COLLEGE
SCHOOL OF EDUCATION
LECTURER/SENIOR LECTURER IN SCIENCE EDUCATION

Applications are invited for the above post with effect from 1 September 1985.

The successful candidate will be responsible for the Principles and Methods of Science Teaching component in the Postgraduate Secondary Education Department's Postgraduate Teacher's Certificate.

Candidates must be qualified teachers with recent and relevant experience of teaching science in Secondary schools. They should have a qualification in the field of Science and Education, preferably at the higher degree level.

The Salary will be on the scale £8,586 x 19 to £14,166 p.a. inclusive of London Allowances.

Write for further details to the Senior Assistant Registrar (Personnel), University of London, Goldsmiths' College, New Cross, London SE14 6NW. Closing date for the receipt of completed applications 1ST MARCH 1985. (34404) 280000

OXFORD
UNIVERSITY OF OXFORD
DELEGACY OF LOCAL EXAMINATIONS
DEVELOPMENT OFFICERS

The Delegates invite applications from persons with graduate qualifications in relevant subjects for up to six short-term posts which will be concerned partly with the Delegacy's present examinations and partly with the development of the Oxford Certificate of Educational Achievement (OCEA). Applicants must be at least 24 years of age. Teaching experience is desirable; a knowledge of examinations would be helpful; administrative capabilities would be valuable. Subject areas of relevance are: Science, Mathematics, English, Modern Languages, Geography, Art, Sociology.

The posts will become available in April 1985 and come to an end in March 1988 as the work is for a fixed development period which is funded for three years only. The level of the appointments and the starting points on the salary scale (£7,320 to £16,150) will be determined by the age, qualifications and experience of the successful applicants, who will be required to belong to the University Superannuation Scheme.

Further particulars, and a form of application, which must be returned by Friday 8 March, may be obtained from the Secretary of Local Examinations, Ewert Place, Summertown, Oxford OX2 7BZ. (Tel: 54281, Ext. 209). (30577) 280000

Awards and Scholarships

Travel Scholarship to ISRAEL
in memory of
Sir Wyndham Deedes

Awarded for a minimum visit of 6 weeks to graduates of British Universities and others with special qualifications or interests. Value up to £500 to study and report on some aspect (sociological, economic, etc.) of life in Israel that would be of direct interest to those working in that field in this country.

Write for an application form to: Anglo-Israel Association, 8 Bentinck Street, London W1M 5RP. (34572) 780000

ROSEBERY TRAINING WORKSHOP
Unit 1/2 Rosebery Industrial Park,
Rosebery Avenue, Tottenham, London N17.

MANAGER — ROSEBERY TRAINING WORKSHOP

SENIOR LECTURER

£12,213 - £15,099 Inc LW

Candidates should have appropriate qualifications and varied experience in working with young people, including experience in further education/training. Duties will include the supervision of staff and trainees, and the development and implementation of relevant training programmes in a 40 place M.S.C. training workshop.

Application forms and further details of the post available from Jeff Capellok, Further Education Division, 48-52 Station Road, Wood Green, London N22 4TY. Completed application forms to be returned by 1st March 1985. (10502)

Haringey
Progress with humanity
Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

BEXLEY LONDON BOROUGH
ERITH COLLEGE OF TECHNOLOGY
Belvedere, Kent, DA17 6JA
PRINCIPAL: D.F. Glover, M.A., B.Sc., F.C.I.S., F.I.I.M., F.B.I.M.

Applications are invited for the following post:

LECTURER GRADE II IN ELECTRONICS

Required by the Faculty of Engineering to teach Electronics and associated subjects, mainly to BTEC O.N.C., H.N.C. and Diploma Courses. Work within the Faculty includes Micro-Electronics, Computing, Control Systems and some related Craft Subjects. Applicants should hold appropriate qualifications in the above fields and have had relevant experience in industry. (Ref. E.1)

BURHAM SALARY SCALE (including London Allowance):

LECTURER GRADE II: £8,226 - £12,777

Application forms and further particulars from Senior Administrative Officer, Erith College of Technology, Tower Road, Belvedere, Kent (Erith 42331) (quote reference of post), to whom they should be returned within two weeks of the appearance of this advertisement.

The College operates an Equal Opportunities Policy and applications are welcome from people regardless of colour, race, creed, nationality, ethnic or national origin, sex or marital status.

The Council has an enhanced scheme of fringe benefits for staff, including payment of legal fees for house purchase, removal expenses and disturbance allowance. (6351)

BORDERS COLLEGE OF FURTHER EDUCATION
AND THE
TECHNICAL AND VOCATIONAL EDUCATION INITIATIVE

Lecturer 'B' in Food Service
Lecturer 'B' in Computing
£7,989-£10,881

The successful applicants will be involved in teaching and development work in the College and in the TVEI Centre, designing and implementing new teaching strategies in keeping with TVEI and the 16+ Action Plan.

Closing Date: 28 February 1985

Application forms and further details of these posts are available from the Personnel Manager, Regional Headquarters, Newtown St. Boswells. Completed application forms should be returned to the Director of Education, Education Department, Newtown St. Boswells. (6376)

REGIONAL COUNCIL
Borders

Fellowships, Studentships and Research Awards

EAST ANGLIA
UNIVERSITY OF EAST ANGLIA
SCHOOL OF EDUCATION
RESEARCH OPPORTUNITIES

The School of Education, which includes the Centre for Applied Research in Education, has a commitment to fundamental and applied research.

The areas in which the School has particular interest are as follows: the process of innovation and change; educational evaluation; classroom learning; the development of writing and early language in the classroom, education and social control; deviance, the sociology of penal cultures; classroom interaction analysis; children with special needs; and the impact of major curriculum development projects.

Individuals holding, or expecting to hold, a First or Upper Second Class Honours or Masters degree are invited to send us a c.v., together with names of two referees and a brief outline of their areas of specific interest. We propose to interview candidates on Tuesday 19 March 1985.

The School of Education currently has a number of students financed by Economic and Social Research Council (ESRC) studentships and is keen to support suitable applications for 'Open Competition' Awards, which are open for candidates ordinarily resident in Great Britain.

Successful candidates will be required to register for M.Phil/Ph.D.

Send c.v. by Monday 4 March to RUTH GOODALL, School of Education, University of East Anglia, Norwich NR4 7TJ from whom further particulars can be obtained. Tel: 0603 56161, Ext. 2635. (35867) 300000

OXFORD
TRINITY COLLEGE
Oxford

Trinity College invites applications for three Schools teacher Fellowships, to start in Michaelmas Term 1985, Hilary Term 1986, Trinity Term 1986. The purpose of the Fellowship is to enable the holder to have some intellectual refreshment away from the responsibility of School.

Further particulars from the College Secretary, Trinity College, Oxford OX1 3BH. Applications in by 18th March 1985. (16497) 300000

OXFORD
UNIVERSITY OF OXFORD
DEPARTMENT OF EDUCATION STUDIES
TALBOT STUDENTSHIP

Applications are invited from women graduates (including women graduating in 1985) for the Talbot Studentship tenable in an Oxford College. By the terms of the trust governing the Studentship, only women are eligible. The successful candidate will undertake research in the Department of Educational Studies, beginning in October 1985, for a postgraduate degree.

The Department's research is closely linked with the Oxford Educational Research Group which involves schools, teachers, administrators and university teachers in research in Oxfordshire schools.

Further details and application forms are available from the Secretary and Research Students, Department of Educational Studies, 15 Norham Gardens, Oxford OX2 6PY. (34409) 300000

REME Officers' School

Principal and Senior Lecturers- Management Studies

The Royal Electrical and Mechanical Engineers Officers' School at Arborfield, Reading, is responsible for management training of military and civilian personnel.

The successful candidate for the Principal Lecturer post will lecture to all levels of REME management on employment law, industrial relations, organisational and behavioural studies; the successful candidate for the Senior Lecturer post will lecture to all levels of REME management on problem solving, decision analysis, creative chinking and communication skills. For both posts duties will also include assisting with lectures on other management subjects; taking part in other instructional wing activities) and providing consultancy advice to REME units.

Candidates for both posts should normally have a degree with 1st or 2nd class honours or an equivalent or higher qualification in a relevant subject, such as Management or in Mechanical, Production, Electrical or Electronic Engineering. They should preferably also have wide experience in an engineering environment and recent lecturing experience. Knowledge of the function and operation of the REME is desirable.

SALARY: Principal Lecturer, £15,320-£17,055; Senior Lecturer, £13,075-£15,360. Starting salary according to qualifications and experience.

For further details and an application form (to be returned by 5 March 1985) write to Civil Service Commission, Alencon Link, Basingstoke, Hants, RG21 1JB, or telephone Basingstoke (0256) 468551 (answering service operates outside office hours). Please quote ref G/6449.

The Civil Service is an equal opportunity employer

Colleges of Higher Education

Other Appointments

KENT
CHRIST CHURCH COLLEGE OF HIGHER EDUCATION
Canterbury

LECTURER AND ADVISER IN PRIMARY RELIGIOUS EDUCATION

This is a joint appointment between the Kent Association with the Religious Education Centre concerned with the provision of advisory services and resource centre for teachers and with the teaching of courses, offered by the College. These courses include B.A., B.Ed. and B.Ed. (Hons.) groups, P.G.C.E., advanced diploma and higher degrees.

Salary: Lecturer I/Senior Lecturer I/Principal Lecturer £7,548 - £14,661 p.a. Appointment to be effect from beginning of academic year 1985.

For further details write to Mrs J. Lees, Personal Assistant to Principal, Christ Church College, Canterbury CT1 1QU to whom applications should be sent not later than 11th March 1985. (34210) 346081

Rolle College Exmouth

FACULTY OF TEACHER EDUCATION

Principal Lecturer

Coordinator of Early Years courses

Applications are invited for this senior post to coordinate all Early Years courses. The College has a national reputation for its specialist work in this age phase. Applicants would normally be expected to hold a higher degree, to have relevant teaching experience and to have contributed to teacher education. The appointment to commence 1st September 1985. Salary range £13,095 -£16,467.

Further details and application forms from the Secretary to the Principal, Rolle College, Exmouth, Devon EX8 2AT. (10506)

Department of Computing
Lecturer I/Lecturer II/Senior Lecturer
(Two posts: 1 permanent, 1 temporary till December '85) available immediately.

To teach Systems Analysis, Data Processing and/or Programming on the range of BTEC HNC/D and BCS courses. Graduate status and recent relevant experience, in at least one of the following is desirable: Expert Systems/KBS, Modelling Systems, Computer Based Officer Systems, Data Bases/Data Administration, Software Development and Tools.

Salary scales inclusive of local allowances:

Senior Lecturer	£11,433—£14,319
Lecturer II	7,806— 12,357
Lecturer I	6,166— 10,770

For details and application form please send SAE to the Vice Principal, Slough College of Higher Education, Wellington Street, Slough SL1 1YG. Closing date: 14 days. (6348)

Slough College

Somerset County Council

COMMUNITY EDUCATION OFFICER
(Taunton Deane)

Applications are invited for this key post within the Community Education Service in Somerset. The successful applicant will be responsible to the Education Officer (Community Education) for a wide range of managerial developmental and advisory functions within the Taunton Deane area. He/she will also be expected to work as part of a County wide team.

We are looking for a person with a proven track record in Community Education. The ability to lead, and co-ordinate a diverse and varied Area Team is essential.

Salary scale: Head of Department Grade II, £12,522—£14,115.

Application form and details (use 9" x 4" min) from the Staffing (7) Section, Education Department, County Hall, Taunton TA1 4DY.

Closing date 18 March 1985. (10767)

LII/SL/PL in Craft Design Technology

£8,226 – £17,145 pa Inc

to join a team of CDT specialists on initial teacher education courses at the Polytechnic's Trent Park, Cockfosters location. The post involves regular contact with schools and teaching and the subject at both practical and theoretical levels.

Applicants should be well qualified with recent school teaching experience and an interest in CDT in the context of teacher education. Specialism in one or more of the following is expected: Electronics; Control Technology; Computing; Product Design; Graphics; Plastics.

For appointment at Principal Lecturer level, good academic qualifications, a teaching qualification, teaching experience and ability to initiate and conduct research is required.

Write enclosing s.a.e. (min 9in x 4in) and quoting ref A569 For further details and an application form: Personnel Office, Middlesex Polytechnic, 114 Chase Side, London N14 5PN. (10771)

Closing date February 25.

Middlesex Polytechnic

Barnfield College
New Bedford Road
Luton LU3 2AX
Tel: Luton (0582) 507831
School of Humanities and Business Studies

LECTURER II IN ADULT EDUCATION

Applications are invited from suitably qualified and experienced teachers for the above-mentioned post to commence on 1st May 1985 or as soon as possible.

The person appointed will be responsible for the administration and development of the College's varied programme of adult education courses. The College works closely with other centres in the area and is currently the base for the training of part-time tutors to stage 2 level. The post is based within the school of Humanities and Business Studies and the person appointed will be required to make a contribution to its full and part-time courses.

Recent experience in the administration of adult education courses and an involvement in the training of adult education tutors would be an advantage.

Salary scale – Lecturer II, within the range £7,548–£12,099 p.a. (under review).

For further information and application forms please telephone The Chief Administrative Officer at the College.

Closing date: 22nd February 1985.

Barnfield College

Colleges of Education with Teacher Training

Other Appointments

CUMBRIA
COUNTY COUNCIL
CHARLOTTE MASON COLLEGE OF EDUCATION
Ambleside, Cumbria LA22 9SS

LECTURER II (2 posts)

Salary range £7,548 - £12,099

Both required for September 1985

SCIENCE EDUCATION
(Senior Lecturer post may be available for suitably qualified and experienced applicant).

MATHEMATICAL EDUCATION

The college offers a 4 year B.Ed. Honours degree course in the Primary age range. Applicants, who must be qualified teachers should have relevant and recent experience. The College would be willing to consider either for permanent appointments or for two-year secondments.

Further details and application forms from Snr. Administrative Officer at the College to whom applications should be returned by 8th March 1985. Tel: Ambleside 63066. Previous applicants who wish to be reconsidered for either post should inform the Snr. Administrative Officer by letter. (34611) 350086

Adult Education

BARNET
LONDON BOROUGH OF BARNET
HENDON COLLEGE OF FURTHER EDUCATION
LECTURER I (0.5) SOCIAL PSYCHOLOGY

0.5 Lecturer I required to teach self and social awareness within a team of college staff servicing the Metropolitan Police Cadet School, Hendon. The Lecturer I will be role involved in visits and visits on community attachments.

The successful applicant will be based in the Department of Adult Studies and responsible to the Head of that department.

Applicants should be well qualified in Psychology, Social Psychology or related subjects and experienced in teaching Adult Education

LECTURER I (0.5) COMMUNICATION SKILLS

0.5 Lecturer I required to teach Communication Skills within a team of college staff servicing the Metropolitan Police Cadet School, Hendon. The Lecturer I will be involved in visits and community attachments.

The successful applicant will be based in the Department of Adult Studies and responsible to the Head of that department.

Applicants should be well qualified in English Communication Skills or related subjects and experienced in teaching Adult Education

Further details and application forms please telephone The Principal, Chester College of Higher Education, Cheyney Road, Chester CH1 4BJ to whom applications should be returned by 8th February. (34469) 340096

Youth and Community Service

HAMPSHIRE
OAKLANDS COMMUNITY SCHOOL
Fairisle Road, Southampton SO1 5BY
(Group 10)
DEPUTY HEAD -
COMMUNITY DIRECTOR
(£13,922 - £14,310)
(Burnham F.E. Group II)
READVERTISEMENT

To develop the wide-ranging community programme within the use of the purpose built sports, leisure, recreational, educational facilities for the benefit of the whole community (day-time, evening and weekend) in this challenging and exciting venture supported by both full and part-time staff. Applications are still under consideration.

Details and application form from the Headteacher. Closing date: 4th March 1985. (164631) 440000

SHEFFIELD
EDUCATION DEPARTMENT
ADULT EDUCATION: HEAD OF CENTRE
Burgoyne Lecturer II - £7,548 - £19,095
Required to commence from 1st April 1985 or as soon as possible thereafter at Wisewood Adult Education Centre. Applicants should have substantial experience of teaching adults.

The post involves the management from/returnable to:- Recreation Office, 136 Shirtbourne Avenue, Liverpool L25 7PZ (051-727 1128). Closing date: two weeks from date of advertisement.

The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (33287) 440000

ROTHERHAM
METROPOLITAN COUNCIL
DEPARTMENT OF YOUTH AND COMMUNITY SERVICE
YOUTH TUTOR - MALTBY

Salary: Burnham Primary/Secondary Scale 3 or 4

Applications are invited from qualified and experienced full-time youth workers for teachers for this post of Youth Tutor. The person appointed will be responsible for the management and development of a thriving Youth and Community Centre which has its own premises. The post also involves the training of, work with young people leaving Youth Training Schemes and liaison with the Maltby Comprehensive School.

Occasional car user allowance is payable and the Authority can offer some assistance towards removal expenses.

Closing Date: 1st March, 1985.

Further particulars are available from the Director of Education (Ref. FE/YT/TD), Norfolk House, Walker Place, Rotherham S60 1QY. (Tel: Rotherham 2121, Ext. 3217) to whom written applications giving full personal details together with names and addresses of two persons for reference should be submitted.

G. Crane, Director of Personnel Resources. (34881) 440006

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
DIRECTORATE OF EDUCATION AND LEISURE
KINGSTON YOUTH AND COMMUNITY SERVICE
SENIOR YOUTH AND COMMUNITY WORKER (JNC Range 4 (points 3 - 7) £8,505 - £9,585 p.a. inc. YOUTH AND COMMUNITY WORKER £595 - £9,975 p.a. inc.

Full time, to work at Chessington Youth Club and Doris Vanner Community Centre (Worcester Park).

Applicants for both posts should be mature qualified youth and community workers. For the senior post, at least 4 years experience in a maintained Centre is desirable.

You will take responsibility for the organisation of a Centre; youth club administration; programme formulation and promotion; the control and scheduling of the work of employees and voluntary helpers; financial control; maintenance of the premises. Exact placement will be decided at the time of appointment.

The Senior worker will also assist the Borough Youth Officer in the setting up of additional responsibilities for Youth Forum, full-time and part-time workers' meetings.

For an application form and further information, please write to the Director of Education and Recreation (Ref: 4/DW) Guildhall 2, Kingston upon Thames, Surrey KT1 1EU, or Tel: 01-546 5131. Closing date: 28th February, 1985. (32281) 440000

OXFORDSHIRE
COUNTY COUNCIL
COMMUNITY EDUCATION ORGANISER (YOUTH)

JNC 4 2 - 5

In this challenging post the successful will be responsible for youth work in the Headington area of Oxford City. New initiatives in line with the recommendations of the Thompson report will be developed in Neighbourhood work and support and training of part-time staff will be important elements. The worker will be a member of the Headington Community Education team.

Application forms and further details can be obtained from F.E. Section, Macclesfield House, New Road, Oxford OX1 1NA (Ref: FE/JF) SAE essential. (34466) 440000

LIVERPOOL
EDUCATION COMMITTEE
WARDEN REQUIRED
GARSTON YOUTH CENTRE
Belle Vale Road, Liverpool 25

Qualified, experienced and innovative youth leader required for busy centre in suburban area. Salary/Conditions JNC 3(6) £6,585 - £9,651.

Application forms, etc. available from/returnable to:- Recreation Officer, 136 Shirtbourne Avenue, Liverpool L25 7PZ (051-727 1128). Closing date: two weeks from date of advertisement.

The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (33287) 440000

HERTFORDSHIRE
YOUTH AND COMMUNITY WORKER
JNC Range 3D - 4A, £8,595 to £10,209
Experienced and qualified Youth and Community Worker required for Letchworth and Area to work both directly with young people and support part time staff in a variety of settings. The post requires a community development approach to youth work in both residential areas and villages, working as part of a supportive team.

Full details and application forms from Head of Youth and Community Department, North Herts. College, Cambridge Road, Hitchin, Herts. SG4 0JD. (s.a.e. required).

Closing date: two weeks from the appearance of this advertisement. (33693) 440000

HERTFORDSHIRE
COUNTY COUNCIL
YOUTH AND COMMUNITY WORKER
JNC Range 3A £7,866 - £8,844
(Unqualified £5,325 - £5,994)

Required to work in Hitchin particularly with black youth people and to make special provision to meet their needs. The post holder will work as a detached youth worker in a supportive team environment. Relevant experience and knowledge of work with young Afro-Caribbean people is essential.

Full detail and application forms from Head of Youth and Community Department, North Herts. College, Cambridge Road, Hitchin, Herts. SG4 0JD. (s.a.e. required). Closing date: 1st March 1985. (33987) 440000

LEEDS
CITY COUNCIL
DEPARTMENT OF EDUCATION
CONTINUING EDUCATION
PART-TIME AREA YOUTH WORKER
Posts 2

Applications are invited for the above posts in the Area Youth Service in the Padsey Area of Leeds. Applicants should have relevant qualifications and experience.

Salary: JNC Range 4 (1.5) £8,067 - £10,209.

Further details and application form available from the Director of Education (F/CCD/AS), Division, 6th Floor West, Merrion House, 110 Merrion Centre, Leeds LS2 8DT (Tel: 452357) to whom completed application forms should be returned by 28th February 1985.

Leeds is an equal opportunity employer. (34466) 440000

EDUCATION DEPARTMENT
YOUTH AND COMMUNITY SERVICE

Youth Leader
GRAHAME PARK

Applicants for this full time post should be appropriately qualified under the JNC Report. They must have previous relevant youth and community/teaching experience. It is envisaged that the post holder will be responsible for this established purpose-built youth centre, and its part time staff, within a new team framework for the area.

Salary Scale JNC YL 4a £9732 - £10854 inclusive.

Application forms and further particulars from Director of Educational Services, Town Hall, Friern Barnet, N11 3DL. Telephone: 01 368 1255, Ext 221. Ref: ADM/E/197

Closing date 1st March 1985. (10823)

We welcome applications from registered disabled people

LONDON BOROUGH barnet

Buckinghamshire County Council

An Equal Opportunity Employer
Education Department

SENIOR YOUTH WORKER

High Wycombe Area
Scale JNC 4 (5 – 9)
(£10,209 – £11,382 pa)

An experienced youth worker with youth work or teaching qualifications is required for this appointment. The post requires a flexible approach and will involve direct line management responsibilities for a team of full time youth workers in the area. Previous experience of work with ethnic minorities would be an advantage.

Informal enquiries to Wynne Samuel, Area Youth Officer, High Wycombe (tel High Wycombe 32559 or 452228).

Further details and application forms from Chief Education Officer, (Ref J(6); County Hall, Aylesbury HP20 1UZ, upon receipt of sae.

Closing date for applications 1st March 1985. (6346)

BERMUDA
SALTUS GRAMMAR SCHOOL

An independent grammar school for boys, with separate Junior and Preparatory Departments following British curricula. After G.C.E. 'O' levels, most students go on to Senior Year, a preparatory class for U.S. and Canadian universities.

TEACHER REQUIRED FOR SEPTEMBER, 1985
JUNIOR SCHOOL

Form Teacher for boys at J5 level (10 years of age) with special responsibility for P.E. throughout the school (8-12 years of age). Applicants should be experienced in the traditional teaching of English and in the traditional and modern approach to Mathematics and be prepared to interchange and teach in other classes if necessary.

It is anticipated that the successful applicant will contribute to the extra curricular activities scheme and play a full part in the corporate life of the school.

Reply as soon as possible to the Headmaster, Saltus Grammar School, Pembroke, Bermuda, giving full particulars of age, marital status and children (applications from teachers with more than two dependent children cannot be considered due to an immigration regulation), education, training, qualifications, experience, and, if possible, telephone number. Enclose a photograph, two testimonials, (a copy of a marriage certificate, if appropriate), and the addresses of two professional referees to whom confidential application may be made. Detailed particulars of this post, the school, and living in Bermuda will be sent to those short listed, who will be interviewed in London in mid March.

Salary: B.Ed. Degree or Degree plus P.G.C.E.
$21,065-$27,452
Hons. Degree plus P.G.C.E. $21,699-$28,687

The above salary scales will be reviewed in September. Fully furnished accommodation can be provided at a reasonable rent.

(0536)

COLOMBIA – SOUTH AMERICA
COLEGIO ANGLO COLOMBIANO – BOGOTÁ
COLEGIO COLOMBO BRITÁNICO – CALI

Both founded in 1956, with initial and continuing help of the British Council, require for September 1985,

Colegio Anglo Colombiano, Bogotá. Headmaster Augusto Franco, Ph.D

Secondary Section

1. Two teachers of Mathematics, up to International Baccalaureate level.
2. Two teachers of Combined Sciences (Physics and Chemistry) up to International Baccalaureate level.

Primary Section

1. Four teachers to cover 7-11 age range. Experience in reading, maths, science or music an advantage.

Colegio Colombo Británico, Cali.
Headmaster John P. Cushnan, M.A. (Ed)

Secondary Section

1. Head of Languages Faculty. Administrative and teaching English language/literature to International Baccalaureate level.
2. Teacher of English. E.F.L. and literature to International Baccalaureate level.
3. Head of Science Faculty. Administrative/teaching Chemistry international Baccalaureate level and junior Biology.
4. Teacher of Chemistry to I.B. level, with junior Biology or Maths.

Primary Section

1. Three teachers to cover 7-11 age range. Experience in Music/EFL an advantage.

Salary conditions, in peso equivalent, of £8,000 – £12,000 p.a., free return passages, terminal gratuity, two year contract renewable.

For further information and application forms, contact Mrs. Doris Plummer C/o Colombian Embassy Flat 38-3A Hans Crescent, London SW1; Tel: 01-589 9177 interviews in London in March.

(11161)

ASCENSION ISLAND SCHOOL

The Ascension Island School comprises around 140 pupils between the ages of 4 and 15. The following staff are required in September 1985:

A Reception Teacher with Nursery School experience to take a class of twenty 4-6 year olds. The successful candidate will also be able to offer music and/or swimming. (Ref. 2083/TES)

A Junior Teacher to take a class of twenty-five 10 and 11 year olds, and to teach games and swimming throughout the Primary School. Experience in introducing Computer Studies would be an advantage. Preference will be given to candidates who are, in addition, willing to run Scouting/Guiding or Duke of Edinburgh Award Scheme activities. (Ref. 2084/TES).

Contracts will be for one year for single or unaccompanied staff; two years for married accompanied staff. Tax-free salary in the range £6,991 – £11,312 p.a. plus variable overseas allowances; free furnished accommodation.

For further particulars and application form please write (quoting appropriate ref. and enclosing s.a.e.): to **BBC Appointments, London, W1A 1AA, or Tel. 01-927 5799.**

Completed application forms must be returned by Friday, 8th March 1985. Interviews will be held in London.

We are an equal opportunities employer

BBC

YOUTH & COMMUNITY
continued

LONDON
Inner London Education Authority
YOUTH WORKERS
JNC Salaries and conditions. Salary scales including London allowance
Scale 2: £7,395 - £9,141
Scale 3L: £8,904 - £9,582
Unqualified/Trainee: £6,835 - £7,754
Appointments will be to the service of the Authority with secondment for posts 2, 3, and 4
Assistant may be given towards household removal expenses
Closing date 1 March 1985

1. ISLINGTON PROJECT
The Old Laundry, Montem School
Hornsey Road N7
Scale 3L
Two detached youth worker posts, which form part of an existing team of ten workers who work throughout the borough either with various communities or in specific geographic locations.
The priority for the first post is to work with groups in the vicinity of the Balls Pond Road.
The second is to work in the Brecknock and Hilldrop area. The successful applicants will be expected to make contact with young people and to liaise with existing community groups in their area.
Experience in youth work, particularly of work in an inner urban, multi-racial setting would be an advantage.
Further details from Steve Rice at the Project 281 2191
Details and forms from Islington Area Youth Office, White Lion Street, N1 9PW (Tel: 278 1803).

2. LEWISHAM WAY CENTRE
Scale 3
Assistant Youth Worker required in this Centre which is concerned with creating a programme which is both challenging, pioneering and exciting for the large number of young people of Afro-Caribbean descent.
There is an expectation that the successful applicant will expand and extend work with girls and young women.
Details and forms from Lewisham Youth Office, Capital House, 47 Rushey Green, Catford, SE6. Tel: 697 7051.

3. ST JOHN'S YOUTH CLUB
39 Duncan Terrace, N1
Scale 3
Experienced Assistant Youth Worker required for this Multi-Racial club situated near the Angel, Islington which has been active in youth work for over 10 years. As well as a full evening programme, there is an extensive day time project, which involves working with young people on issues surrounding unemployed. Importance is also placed on the co-ordination of girls' work and the development of parents' involvement in the programme.
Candidates should have considerable teaching experience (preferably in International Schools), a recognised UK or UK degree and have English as their mother-tongue. Fluency in French desirable. Salary according to qualifications and experience.
Applications (including full c.v., photo, plus the names of two referees) should be sent to the Assistant Secretary, 16 Rue Du Chateau, 77300 Fontainebleau, France (Tel: (6) 422 87 72).
(34959) 460000

GREECE
PAIDA HELLENIC INTERNATIONAL SCHOOL
Applications are invited for the following posts: G.C.E. 'O' and 'A' levels, Biology, Chemistry, Mathematics, Modern European History and Geography, American Program Mathematics, including AP, Spanish and French combination, Girls Physical Education, Typing and Business Skills, Drama, Music, Secondary School Librarian.
Interviews may be arranged with George Salimbanes at Kensington Palace Hotel in London 23-26 Feb. Tel: 937 8121. School address P.O. Box 51026, Kifissia 145 10 Attiki, Greece.
(33817) 460000

KENYA
ST. ANDREW'S SCHOOL
Turi
(Co-educational, I.A.P.S. boarding school of 230 children aged 6 - 13)
Required for September 1985 experienced MATHS/PHYSICS SPECIALIST to Common Entrance and Scholarship level. Post involves responsibility for Mathematics within a lively and expanding department (incorporating Science and Computing). Willingness to help with games, extra-curricular activities and a commitment to life in school with a strong Christian tradition essential. Free accommodation, paid leave, school salary scale.
Applications, c.v., addresses and telephone numbers of at least two referees, and s.a.e. to R.S. Morris, Esq., Pine Cones, Milford-on-Sea, Lymington, Hampshire SO41 0RS (Tel: 0590 43853).
(41589) 460000

KUWAIT
For September 1985. Expanding British curriculum school seeks 1 infant and 1 junior teachers. Single teachers and married teaching couples without children.
Terms: Tax free salary, two year contract renewable, free airconditioned accommodation, gratuity, annual London/Kuwait/London passage.
Send curriculum vitae, recent photograph and telephone number to The Director, c/o flat 9, Ivory House, St Katherine Docks, London.
(32633) 460000

Overseas Appointments

ABU DHABI
U.A.E.

AL RABEEH SCHOOL
Abu Dhabi, U.A.E.

HEAD OF DEPARTMENT FOR NURSERY

Required for September 1985 to assume responsibility for 200 multi-national children in an established Nursery for children aged between two years and a half and three years and a half on entry. Applications invited from single teachers with at least five years teaching experience and having held a post of responsibility in a Nursery/Infant school. Duties include general organisation, timetabling, in-service training, and coordinating with the Headteacher and Infant School.

Candidates should be flexible, adaptable and calm with a sence of humour.

Contract: Three years initially, tax free salary, terminal gratuity, yearly return air fare, single air conditioned accommodation.

Application by hand written letter with full C.V., names of two confidential referees, two references and a photograph.

KINDERGARTEN/INFANT TEACHERS

Required for September 1985. Share air-conditioned accommodation, annual leave with fare paid to London. Tax free salary, gratuity after two years.

Application by hand written letter with full C.V., names of two confidential referees, two references and a photograph.

Interviews in March in London. Replies to Mrs S.A. Marriott, c/o 83 Westmoreland Terrace, London SW1.
(34264) 460000

FRANCE
THE ANGLOPHONE SECTION (110 students 6 - 16) COLLEGE INTERNATIONAL De Fontainebleau is seeking for September 1985.

SECONDARY TEACHER/ HEAD OF SECTION
To teach History and English to bilingual students at secondary level and to be responsible for the administration and development of the section's programme.
Candidates should have considerable teaching experience (preferably in International Schools), a recognised UK or UK degree and have English as their mother-tongue. Fluency in French desirable. Salary according to qualifications and experience.
Applications (including full c.v., photo, plus the names of two referees) should be sent to the Anglophone Section, 16 Rue Du Chateau, 77300 Fontainebleau, France (Tel: (6) 422 87 72).
(34959) 460000

GREECE
PAIDA HELLENIC INTERNATIONAL SCHOOL
Applications are invited for the following posts: G.C.E. 'O' and 'A' levels, Biology, Chemistry, Mathematics, Modern European History and Geography, American Program Mathematics, including AP, Spanish and French combination, Girls Physical Education, Typing and Business Skills, Drama, Music, Secondary School Librarian.
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Applications, c.v., addresses and telephone numbers of at least two referees, and s.a.e. to R.S. Morris, Esq., Pine Cones, Milford-on-Sea, Lymington, Hampshire SO41 0RS (Tel: 0590 43853).
(41589) 460000

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Send curriculum vitae, recent photograph and telephone number to The Director, c/o flat 9, Ivory House, St Katherine Docks, London.
(32633) 460000

THE SANDFORD ENGLISH COMMUNITY SCHOOL
ADDIS ABABA
ETHIOPIA

This independant, multi-national School requires teaching staff for the 1985-86 session as detailed below.

The school has a student complement of approx 700 students between the ages of 4 and 18 years in Infant, Junior and Senior divisions. English based education is provided and the school is a centre for London University GCE examinations as well as local ones.

Applications are invited from well qualified teachers with experience in the following fields, to commence duties with effect from 1st September 1985.

INFANT DIVISION
Head of Division:
Class Teachers

JUNIOR DIVISION
Head of Division:
Class Teachers

SENIOR DIVISION
French: Girls Sport, English, Art, Physical Science.

Initial contracts are for 2 years and are renewable.

Salaries are in the scale 21,420 – 33,698 Ethiopian Birr gross per annum. The present (January 1985) exchange rate is 2.31 Birr equals one (1) pound sterling. The Head of Division posts also carry a responsibility allowance of 5,100 Ethiopian Birr p.a.

Air transportation with baggage allowance is provided at beginning and end of contract and a return passage is provided to Kenya at mid contract for leave. Furnished accommodation is provided and medical expenses, excluding dental treatment, within Ethiopia are paid by the school. Conditions could be beneficial to married couples who both teach.

Letters of applications, with detailed curriculum vitae including a contact telephone number and the names and addresses of three referees should be sent to the Headmaster, P.O. Box 30056 MA, ADDIS ABABA, ETHIOPIA, by AIR MAIL to arrive not later than 27th MARCH 1985.

Interviews will be held in UK in APRIL 1985.

(10078)

DUBAI
THE RASHID SCHOOL
PACES have been instructed to recruit

2 JUNIOR TEACHERS (Female)
for the preparatory department of this girls' school

We are looking for Teachers of excellence who speak English language clearly and well, with proven experience teaching top juniors in either an independent school or a first class junior school in the U.K. or overseas. At current rates, the salary will be not less than £16,000 pa tax free, with luxury free accommodation, return air fare, medical insurance etc. Candidates must be single state British Trained Graduates, and preference will be given to any candidate with a knowledge of Arabic for one of the posts. Experience of teaching English as a foreign language an advantage. Classes are not expected to exceed 12 girls. The school is housed in purpose built accommodation, and has every modern facility.

If you feel you meet the exacting requirements of these posts please send SAE for application form and further detail to: Dept. R., PACES, 6b Eccleston Gardens, St Helens, WA10 3BN.

Closing date: 1 March 1985.
Preliminary interviews in the U.K. in March.

The University of Osnabrück - Department Vechta
invites applications for a position as

LEKTOR IN ENGLISH
(Pay scale: BAT IIa/III)
beginning Sep. 1st 1985

Qualifications	native speaker of English, university degree. Teaching experience and knowledge of German desirable.
Main Duties:	teaching English language and literature including courses in language practice. Occasionally selected courses in Irish/American life and institutions (Landeskunde).
Length of contract:	3 years with possibility of extension.
Application deadline:	6 weeks after date of publication.

Applications together with a detailed curriculum vitae and certificates to:

Dekan des Fachbereichs 12 (Sprachen, Kunst, Musik) der Universität Osnabrück, Abteilung Vechta, Postfach 1340, 2848 Vechta, W. Germany

MINISTRY OF DEFENCE
SERVICE CHILDREN'S EDUCATION AUTHORITY

AREA EDUCATIONAL PSYCHOLOGISTS
Vacancies in the Federal Republic of Germany

The Ministry of Defence invites applications from fully qualified Educational Psychologists with at least 2 years experience to fill new posts located at Hannover and Buckeburg in West Germany as soon as possible. The successful candidates will be members of a team comprising 6 Area Educational Psychologists and a Principal who together serve a pre-school population of 20,500 and a school population of some 26,000 children aged 4 to 19. Close links are maintained with Services medical specialists. Applicants should have an Honours Degree in Psychology, teaching experience and post-graduate training in educational psychology. An ability to drive is essential.

SUPERANNUATION. The appointment is superannuable under the Principal Civil Service Pension Scheme which is non-contributory. Transfer arrangements between this and most other superannuation schemes exist. **SALARY.** The salary is in accordance with the current Soulbury scale abated by 4% to take account of the non-contributory superannuation scheme. In addition the abated London Allowance of £996 per annum is payable. **FOREIGN SERVICE ALLOWANCE.** A tax free allowance is payable. **DURATION OF ENGAGEMENT.** Initially for a period of 3 years renewable by mutual consent. All applicants should be normally resident in the United Kingdom.

The Civil Service is an equal opportunities employer.

Requests for an application form and further details about these posts should be made to:

Ministry of Defence
CM(S) 1d3 Room 343
Leon House, Theobalds Road
London WC1X 8RY.

SCEA

The closing date for completed application forms is Monday 25 March 1985.

(6388)

KENYA

Independent school with 250 multi-racial pupils, mostly expatriates aged 4-18, requires teachers for the following vacancies in September 1985.

Senior School

English to 'A' level
French to 'A' level and German to 'O' level
Biology to 'A' level
Music-Class Teacher and piano or violin
Teaching of Art with one of these posts would be an advantage.

Candidates, male or female, should be graduates with a teaching qualification and three years' experience.

Salary from £8,000, based on qualifications and experience. Housing provided. Contract for two years with fares paid.

Preparatory School

English and drama
Maths/Science

Candidates, male or female should preferably have experience in teaching multi-racial children.

Salary from £8,000 according to experience. Housing provided. Contract for two years with fares paid.

Applications from married couples who both teach would be welcome.

Please apply to Mr. F. J. Smith, Gabbitas-Thring, 6, 7 & 8 Sackville Street, Piccadilly, London W1X 2BR. Tel: 01-734 0161.

(10630)

Gabbitas-Thring

THE TEACHER RECRUITMENT CENTRE for the COSTA DEL SOL
Apt. 228, Marbella, Málaga, Spain

The following are required for September 1985:

- Kindergarten, Reception, Infant, Junior and Middle School teachers
- Secondary level teachers of Spanish (with French and Maths (with Boys' P.E.)
- Part-time teachers of Biology & Girls' P.E.
- a bi-lingual Spanish National teacher for language teaching.

Applications are invited for teachers with at least 2 years' teaching experience and married teaching couples without children.

The ability to teach a combination of subjects would be an advantage.

Please send detailed letter of application, C.V. and a recent photograph – plus the names and addresses of 2 referees.

Interviews in London 1-5 April.

(11047)

MINISTRY OF DEFENCE
SERVICE CHILDREN'S EDUCATION AUTHORITY

AREA EDUCATIONAL PSYCHOLOGISTS
Vacancies in the Federal Republic of Germany

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(6388)

KUWAIT
FOR SEPTEMBER 1985

1. LECTURER AND COUNCELLOR ACCOUNTING

2. EDUCATIONAL ADVISOR COMMERCIAL AND SECRETARIAL STUDIES

Post 1. Applicants should be members of a professional accounting body holding a teaching qualification with lecturing and counselling experience at Foundation and Professional Levels I and II.

Post 2. Applicants should be experienced and qualified teachers with counselling, secretarial and commercial studies experience in further education, special emphasis on modern office technology required.

TERMS: Tax free salaries to Burnham Scale 5.1. Two year contract (renewable), plus normal benefits associated with expatriate postings.

Interviews late March in London.

Send full CV, recent photograph and contact telephone number to: Task Services Limited, Europe House, World Trade Centre, London E1 9UN, United Kingdom.
(34662) 460000

MALAWI
KAMUZU ACADEMY
Headmaster Mr. M.B. Gledhill, M.A.

This co-educational boarding school was founded in 1977 by His Excellency the Life President of the Republic of Malawi, Ngwazi Dr H. Kamuzu Banda. There are at present 550 pupils taking courses up to Cambridge Board 'A' Level. The 35 teaching staff are all expatriates and are expected to play a full part in the wide range of extra curricular activities.

The following teachers are required for September 1985.

ENGLISH - 'A' Level and Latin 'O' Level.

CLASSICS - 'A' Level Latin, 'O' Level Greek and Ancient History.

MATHEMATICS - 'A' Level and Physics 'O' Level.

GEOGRAPHY - 'A' Level.

CANDIDATES - male or female, single or married, should have an Honours Degree in their teaching subject and three years' teaching experience. They should also have studied Latin at school.

SALARY RANGE
K18,483 (approx £8,300) to K31,045 (approx £11,460) plus annual gratuity.

CONTRACTS - 3 years initially with paid travel, free housing, car loan, children's education allowance and medical cover.

Please apply urgently to: Carol Moss, Gabbitas-Thring Services, 6, 7 & 8 Sackville Street, Piccadilly, London W1X 2BR. Tel: 01-734 0161.

Previous applicants need not re-apply.
(33868) 460000

PAKISTAN
The Headmaster of the International School of Pakistan will interview candidates for Science, Mathematics, English, Social Studies and Counselling February 18th to 20th in London.
Appointments may be made with Mr Crouch by calling the Kensington Palace Hotel (01-937 8121) during the dates indicated.
(33865) 460000

KUWAIT
FOR SEPTEMBER 1985

1. LECTURER AND COUNCELLOR ACCOUNTING

2. EDUCATIONAL ADVISOR COMMERCIAL AND SECRETARIAL STUDIES

Post 1. Applicants should be members of a professional accounting body holding a teaching qualification with lecturing and counselling experience at Foundation and Professional Levels I and II.

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MALAWI
KAMUZU ACADEMY
Headmaster Mr. M.B. Gledhill, M.A.

This co-educational boarding school was founded in 1977 by His Excellency the Life President of the Republic of Malawi, Ngwazi Dr H. Kamuzu Banda. There are at present 550 pupils taking courses up to Cambridge Board 'A' Level. The 35 teaching staff are all expatriates and are expected to play a full part in the wide range of extra curricular activities.

The following teachers are required for September 1985.

ENGLISH - 'A' Level and Latin 'O' Level.

CLASSICS - 'A' Level Latin, 'O' Level Greek and Ancient History.

MATHEMATICS - 'A' Level and Physics 'O' Level.

GEOGRAPHY - 'A' Level.

CANDIDATES - male or female, single or married, should have an Honours Degree in their teaching subject and three years' teaching experience. They should also have studied Latin at school.

SALARY RANGE
K18,483 (approx £8,300) to K31,045 (approx £11,460) plus annual gratuity.

CONTRACTS - 3 years initially with paid travel, free housing, car loan, children's education allowance and medical cover.

Please apply urgently to: Carol Moss, Gabbitas-Thring Services, 6, 7 & 8 Sackville Street, Piccadilly, London W1X 2BR. Tel: 01-734 0161.

Previous applicants need not re-apply.
(33868) 460000

PAKISTAN
The Headmaster of the International School of Pakistan will interview candidates for Science, Mathematics, English, Social Studies and Counselling February 18th to 20th in London.
Appointments may be made with Mr Crouch by calling the Kensington Palace Hotel (01-937 8121) during the dates indicated.
(33865) 460000

Posts Overseas

The following posts are funded under Britain's Aid programme to developing countries:

Bhutan

Principal
Kharbandi Technical School
Phuntsholing

Duties: (Divided in the ratio 60:40 administration to teaching). To be responsible for overall administration of the School; to teach at all levels to improve technical standards of the School; to supervise boarding school duties; to improve existing course and introduce technical courses; to liaise with local employers and public departments to devise relevant training courses; to supervise workshops; to be responsible for procurement of food and provisions and raw materials for the courses run at the school; to be responsible for administration of the budget for equipment.
Special Qualifications: Candidates, preferably male aged 35-50, must have a degree or equivalent in an engineering subject, a recognised teaching qualification and at least 5 years' experience at secondary level of technical schools of which at least 2 should have been overseas. Boarding school experience and a knowledge of the indian sub-continent are desirable.
Salary: £13,826-£16,222 per annum plus a residential Head of School allowance of £1,682.
Reference: 84K 41T

Burma

Senior Lecturer in English
Department of English
Institute of Education, Rangoon

Duties: To help train senior assistant teachers of English (pre- and in-service) in TEFL; to assist in staff development; to assist with design of syllabus and selection of materials for in-service courses and advise on methodology; to assist with ELT tasks carried out by the Burma Educational Research Bureau.
Special Qualifications: Candidates, preferably aged 36-46, should have a degree, postgraduate teaching qualification and an MA in Applied Linguistics and 5 years' TEFL experience overseas including 3 years in teacher training and preferably in SE Asia.
Salary: £11,563-£16,169 per annum.
Overseas Allowances: Nil – £1,726 pa depending on salary level and marital status.
Reference: 84K 61T

General Qualifications for both posts: Candidates must be UK citizens with a British educational background.
Benefits: Salary free of UK income tax; free family passages; children's education allowance and holiday visits; free furnished accommodation; outfit allowance; medical scheme; baggage allowance; paid leave; employer's contribution to a recognised superannuation scheme or an allowance of 11% of salary in lieu.
Contracts: Contracts will be with the British Council for 2 years initially.
Closing date for applications: 1 March 1985.

Seychelles

Mathematics Instructor
Seychelles Polytechnic

Duties: to teach mathematics up to A-level on Cambridge HSC syllabus (A89200); identify apropriate books; student assessment and supervision; supervise and mark examinations; participate in course evaluation and assist in conducting in-service courses.
Qualifications: a degree in mathematics plus PGCE, or equivalent training and experience essential. At least three years teaching experience. Knowledge of training methodology desirable. Knowledge of French useful. Candidates, preferably aged 30-50, should be UK citizens with a British educational background.
Salary: a basic salary paid locally by the Government of Seychelles on a scale ranging from R60,516-65,316 (£7,471-8,064 @ £1=R8.1) plus a normally tax-free supplement paid by the British Government under its Aid programme of £8,388 (single) or £11,826 (married).
Benefits: include outfit allowance, appointment grant, airfares, assistance with baggage, local school fees and/or, subject to certain conditions, assistance with children's boarding school fees and holiday visits.
Contract: Initially for two years with the Government of Seychelles preferably starting as soon as possible after appointment is confirmed.
Closing date: 5 March 1985.
Reference: 84K 82T.

For further details and an application form, please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT.

(6382)

The British Council

PACES
British Trained Graduate (under 30 yrs) required for the 1985 PACES Register for Middle East Schools. Salaries up to £10,000 p.a. tax free. We have already filled some posts for next September. Please send S.A.E. A 21 (£2 overseas end couples) to cover admin - no further charge, to PACES 55 Eccleston Gardens, St Helens WA10 3BN. (41407) 460000

SWITZERLAND
The Principal thanks the large number of Teachers who recently applied for the vacancies announced and regrets that he has not been able to reply to each applicant personally.
A vacancy still exists for a Teacher of Art, and History of Art 'O' and 'A' Levels. Previous applicants need not re-apply.
Write for details with full C.V. to: The Principal, St. George's School for Girls, 1815 Clarens. (34133) 460000

BAHRAIN
St. Christopher's School I.A.P.S.

A complex of four schools, with over 1,200 pupils mostly British, which is about to re-organise from Primary into First and Middle Schools.

Applications are invited from qualified, experienced teachers for the following positions:—

Director of Studies — Middle School
Salary Scale £14,000 - £20,000*

The successful candidate is likely to have considerable experience of lower secondary, middle or preparatory schools and will possess detailed and practical knowledge of curricula, organisation and management within the 11-13 age group. Experience of Common Entrance and ability to teach one or more major subject areas will be advantages.

Teachers — Middle School
Salary Scale £8,850 - £15,790*

Versatile and experienced teachers are sought for the 10-13 age range, offering the ability to undertake class teaching of general subjects and specialist teaching of major subject areas, including French and Arabic. A willingness to be involved in after-school activities and the possession of skills which will enhance the services provided by the school are essential.

All posts carry additional allowances amounting to £4,460* per annum. Salaries and allowances are not taxed and free furnished accommodation (shared in the case of single teachers), annual air passage, medical insurance and other benefits are provided.

*Sterling equivalents of Bahraini Dinar amounts at current rate of exchange.

Please apply to Mr. F. J. Smith, Gabbitas-Thring Services Ltd., 6, 7, & 8 Sackville Street, Piccadilly, London, W1X 2BR. Tel: 01-734-0161.

(10631)

Gabbitas-Thring

ACADEMIA BRITANICA CUSCATLECA
Santa Tecla
EL SALVADOR CENTRO AMERICA
Headmaster: Michael W. Cross, M.A.

This bilingual, coeducational day school of 950 students, which is a member of the International Baccalaureate Organisation, invites applications from appropriately qualified teachers for the following posts which will be vacant from September, 1985:

1. **TEACHER OF ENGLISH** (SENIOR SCHOOL)
2. **TEACHER OF PHYSICS** (SENIOR SCHOOL)
3. **TEACHER FOR JUNIOR SCHOOL** (7-11 AGE GROUP)
4. **TEACHER FOR INFANTS SCHOOL** (4-6 AGE GROUP)

Two-year contracts, renewable. Generous salary scale. Low rate of income Tax; guaranteed remittance facility; free return air fares and generous baggage allowance; medical cover; superannuation scheme; end-of-contract bonus.

FURTHER PARTICULARS: Send stamped foolscap envelope to: P.M. Burns Esq., Brownshill House, Brownshill, Stroud, GL6 8AS.

CLOSING DATE FOR APPLICATIONS: SAT MARCH 16.

INTERVIEWS will be held in London on MARCH 26, 27, 28 with the Headmaster.

(0566)

RAS AL-KHAIMAH ENGLISH SPEAKING SCHOOL UNITED ARAB EMIRATES

REQUIRED FOR SEPTEMBER 1985

ONE INFANT TEACHER

The School was established in 1976 and has a small roll of children between the ages of 4½ – 11½ years, who are mainly the children of British, European and Arab Expatriates.

A British type primary curriculum is followed and teachers also participate in afternoon activities. The infant teacher would be responsible for a class of 6½ – 7½ year olds. Only teachers with a minimum of two years infant experience will be considered. Preference will be given to candidates who can offer French or Music as an additional subject.

Salaries are Tax Free. An Overseas Allowance, Superannuation Benefits, Medical Insurance, and End of Contract Gratuity are offered.

Shared Rent Free Fully Furnished Accommodation is provided. Only single U.K. trained teachers need apply. Interviews will be held in London during March.

Please reply in your own handwriting with full curriculum vitae. Include a recent photograph and the names of two referees to:

Mrs Irene Henderson, Headmistress, Ras Al-Khaimah English Speaking School, P.O. Box 975, Ras Al-Khaimah, United Arab Emirates. (6394)

CAPRICORNIA INSTITUTE

Rockhampton, Queensland, Australia

Mr Frank Schroder, Chairman

JAMES GOLDSTON

SCHOOL OF ENGINEERING

will be in attendance at the Office of the Agent-General for Queensland, 392 and 393 The Strand, from Wednesday, 20 February to Monday, 25 February 1985.

Persons interested in discussing possible appointment as Lecturer in Electrical Engineering or Lecturer in Mechanical Engineering at Capricornia Institute are invited to make an appointment by contacting Alan Smith at the Office for the Agent-General, telephone 01-836 3224 and 1333.

A COLLEGE OF ADVANCED EDUCATION IN QUEENSLAND

OVERSEAS POSTS
continued

MEXICO CITY

An International Co Educational School of 800 students age 4 – 18 needs the following teachers for September 1985.

1. Teacher of General Science (11 – 16 years).

2. Teacher of Geography to 'A' Level.

3. Teacher of Boys' P.E. (to teach throughout the School).

4. Teacher of Girls' P.E. (to teach throughout the School).

5. Teacher of Maths. to 'O' Level.

6. Head of Maths. Dept. to teach to 'A' Level.

7. Head of Physics Dept. to teach to 'A' Level.

8. Head of Computer Dept. to develop teaching of computer throughout the School.

9. Possibility of Head of Science Dept. for suitable candidate.

Applicants must be qualified teachers with at least 2 years' experience. Childless couples welcome. Interviews will be held in London late March. The School offers 9 year contracts, annual flights, baggage allowance, housing subsidy, gratuity, salaries in the range of 195,000 – 311,000 pesos gross monthly (current exchange rate approx. 250 pesos to £ sterling).

Please send C.V. and recent photograph as soon as possible to: Kris Swan-Martinez, Principal Greengates International School, Apartado Postal 41 – 589, 11100, Mexico D.F. (34659) 460000

PALESTINE

Senad Community Service in Palestine needs qualified/experienced EFL TEACHERS and KINDERGARTEN TEACHER-TRAINERS to work with Palestinian communities under Israeli rule and occupation for 1 or 2 years. Basic salary £4,000 p.a. Brief c.v. & large s.a.e. to Senad, PO Box 91, Exeter EX4 4TQ. Closing date: 28 March 1985. (34109) 460000

PORTUGAL: Language Agency requires experienced E.F.L. teachers. Write enclosing C.V./Photo. Box No. TES 50389, Priory House, St. John's Lane, EC1M 4BX. (33897) 460000

SPAIN

Nursery, Infant and Junior teachers required for Sept. 1985. Nursery, Infant and Junior teachers: for this latter experience in teaching singing and the ability to play the piano are essential. For all posts a knowledge of Spanish is useful but not essential. Contracts will be for one year, renewable. Only shortlisted candidates will be notified of interviews to be held in London in April.

St. Peter's is an Anglo/Spanish school with 340 pupils in small classes situated in the outskirts of the City.

Send application, C.V., home telephone numbers, recent photograph, the names, addresses and telephone numbers of two referees and photocopy of teaching certificate to Headmistress, St. Peter's School, Eduard Toldra 14-18, Pedralbes, 08034 Barcelona. (33013) 460000

SPAIN

Young graduates, TEFL experience and/or qualification, required for period 1st October 1985 to 30th June 1986. Apply: La Casa Inglesa, Plaza del Marques de Salamanca 11, 28006 Madrid. (33692) 460000

SUDAN

The Sudanese Ministry of Education needs teachers of English for its Higher Secondary Schools. Applications will be accepted from degree holders and qualified teachers. Teachers experience an advantage. Applications from couples are welcome. A modest salary is paid at local rates.

Further information and application forms available from: SU Recruitment Officer (TES), c/o Cultural Centre, 21 Rutland Gate, London SW7 1PG. Tel: 01-589 4481. (33875) 460000

KENYA

Physics A-level tutor. Small private school. Write, photo, refs. Box 149141 Nairobi, STD 501 (34448) 460000

LAS PALMAS

Primary Teacher needed immediately.

The Canterbury School, Calle Nord No. 44 Las Palmas. (34796) 460000

SUDAN

OMDURMAN ISLAMIC UNIVERSITY

Needs holders of Doctorate degrees in English language for posts on Saudi terms and conditions.

Details from Cultural Section: Sudan Embassy, 21 Rutland Gate, London SW7 1PG. Tel: 01-589 4481. (33953) 460000

TENERIFE

Teachers with at least three years experience required from September 1st 1985.

(1) RECEPTION CLASS TEACHER for children in the age ranges 3 to 5 years. An ability to play the piano an advantage.

(2) GEOGRAPHY SPECIALIST also able to teach HISTORY to children in the age range 11 to 13 years.

(3) FRENCH AND ENGLISH SPECIALIST also able to teach in the age range 11 to 13 years. An ability to teach Art as a third subject would be an advantage.

Two of the positions could possible suit a married couple.

Write sending BRIEF details to: The Headmaster, Wingate School, Calle Alcalde de la Cumbrita, Cabo Blanco, Puerto Sur, Canary Islands. (34147) 460000

TURKEY

Mathematics teachers required for September 1985, BY.

A well-known private secondary school needs teachers with P.G.C.E. and mother tongue is English.

Free accommodation, 45 days in Summer and 15 days in winter paid vacations.

Written application with CV and a recent photo to Ozel Turk Koleji, Head of English Department, Kopru, Izmir, Turkey not later than March 15th. (33883) 460000

TURKEY

Science teachers required for September 1985, BY.

A well-known private secondary school needs teachers with P.G.C.E. and mother tongue is English.

Free accommodation, 45 days in Summer and 15 days in winter paid vacations.

Written application with CV and a recent photo to Ozel Turk Koleji, Head of English Department, Kopru, Izmir, Turkey not later than March 15th. (33884) 460000

TURKEY

English Teachers required for Sept. 1985 BY.

A well-known private secondary school needs teachers with P.G.C.E. and mother tongue is English.

Free accommodation, 45 days in Summer and 15 days in winter paid vacations.

Written application with CV and a recent photo to Ozel Turk Koleji, Head of English Department, Kopru, Izmir-Turkey not later than March 15th. (33885) 460000

WORK FIRST PLAY LATER IN THE U.S.

Are you a teacher, nurse of student over 18 years of age? If so, CAMP AMERICA needs you for 9 weeks to teach sports, arts and crafts in an American summer camp. Benefits include FREE return flight, FREE board, pocket money, and 6 week free time.

Write NOW to CAMP AMERICA, Dept. T.E.S.21, 37 Queens Gate, London SW7 or call 01-589 3223. (43547) 460000

ZIMBABWE

PETERHOUSE

Marondera, Zimbabwe

This Anglican Boys' Boarding School is expanding and requires graduates in September 1985 or January 1986 to teach French, Chemistry, Biology. Passage paid; housing provided; sunshine (and water) guaranteed.

Apply initially with a short C.V. to the Rector, Dr. J.C. Moseley, Peterhouse, P. Bag 3724, Marondera, Zimbabwe. (34306) 460000

SUMMER TEACHING JOBS IN AMERICA!

Work on American children's summer camps, mid-June to end August.

See ad under Holidays and Accommodation. (43786) 460006

Administration Local Education Authority

MERTON AND SUTTON HEALTH AUTHORITY

HEALTH EDUCATION OFFICER

If you are a teacher who has successfully organised and taken part in Health Education in schools for children between 5 and 13 this post will be of interest to you.

The person appointed will work with teachers in schools in the London Boroughs of Merton and Sutton, will identify the needs in the school with regard to Health Education and help formulate a structure for its development.

Since appointment is for one year from 1st September 1985 and secondment only is possible.

Salary: £8,360 to £10,034 inclusive.

For an informal discussion, please telephone Dr. Elizabeth Lewis on 01-643 5288, ext. 280.

For an application form and job description, please contact the District Personnel Department, Merton and Sutton Health Authority, 2 Woodland Drive, Sutton, Surrey SM2 5PW. Tel: 01-643 5288, ext. 280. Closing date 4th March 1985. (34584) 460000

Education
General Inspectors (Primary Phase)
(2 Posts)
Soulbury H.T. Group 9
£15,792-£17,112 p.a.

Well qualified and experienced men or women are required for these challenging posts in the Advisory and Inspection Service, which have arisen due to the promotion of the present post holders. Nottinghamshire is committed to an expanding programme of curriculum and professional development. Candidates are sought, who from a broad base of relevant skills and understanding, can contribute fully to this comprehensive programme as it relates to the field of primary education.

(Stamped addressed (11 × 22cm) envelope for this post please). Closing date 8 March.

Schools Psychological Service

Educational Psychologists
(2 Posts)
Soulbury Main Scale Points 6-22
£8,886-£14,979 p.a.

(Post 1) | Bassetlaw/Mansfield areas
(Post 2) | Nottingham area

Fully qualified Educational Psychologists are required as soon as possible to join well established teams in the above areas.

Post 1 will have a part time commitment to each of the Bassetlaw and Mansfield areas based in offices in Worksop and Mansfield.

Post 2 is required to join a well established team in the Nottingham area.

The successful candidates (male or female) will work under the general supervision of the Senior Educational Psychologist for each area and in collaboration with a team of Educational Psychologists, Peripatetic Remedial Teachers, Social Workers and Teacher Parent Counsellors. Applications from psychologists currently on post-graduate training courses will be considered. The post carries an essential car users allowance.

Informal enquiries may be made to J. Grover, Principal Educational Psychologist, telephone Nottingham (0602) 823823 Ext. 3536. Closing date 1 March.

Relocation expenses where appropriate.

For all posts application forms and further details are available from the Director of Education at County Hall. Please quote ref: A12/185.

An Equal Opportunity Employer

Nottinghamshire County Council
County Hall · West Bridgford · Nottingham NG2 7QP

Education Service
RE-ADVERTISEMENT

ASSISTANT EDUCATION OFFICER
£16,314 - £16,980
(Inclusive of London Weighting)

The successful candidate for this important professional post will play a major part in the planning and control of resources within the Education Service, including support of current curriculum initiatives.

This is a demanding and challenging position which will require a graduate with relevant administrative experience at senior level; experience of budgetary controls with a local authority would be advantageous.

Application forms and further details are available from the Personnel Section, Room A204, Town Hall Annexe, New Broadway, Ealing W5. Telephone: 01 840 1995 (24 hour service). Application forms should be returned by Wednesday, 27th February. Please quote reference ED 376.

Previous applicants will be considered. (10014)

Ealing
London Borough

Education Department
NORTHERN AREA EDUCATION OFFICER
Suffolk House, Lowestoft
Post E. 178
Senior Management 4: £16,212-£17,623

Following the retirement of the present job holder applications are invited for the post of Northern Area Education Officer based at Suffolk House, Lowestoft.

The postholder will be responsible to the Principal Assistant Education Officer (Area Management) for maintaining and developing the Education Service in the northern area of the County.

This is a demanding management post within a new structure. Applicants must be graduates with experience of educational administration at a responsible level, who have also held a senior teaching position in a school.

An Essential user car allowance is attached to this post and generous assistance with removal expenses is available.

Application forms and further written details are available from The County Education Officer, Grimwade Street, Ipswich IP4 1LJ, to be returned by 1st March 1985 (Please enclose a SAE). (10041)

Suffolk County Council

ADMINISTRATION – LEA
continued

SCOTLAND

SCOTTISH FIELD STUDIES ASSOCIATION

DIRECTOR

Applications are invited from well qualified and experienced candidates for the post of Director at Kindrogan Field Centre, Perthshire. Candidates should have a proven record of teaching and administrative experience in order to manage the Centre. They would contribute to teaching academic and recreational courses and be a wide age and ability range.

Salary at a level appropriate to the post plus board and accommodation.

Further details from Mr. C. Kiddie, Education Department, 58 Crichton Street, Dundee.

Closing date for applications: 1st March 1985. (34710) 460000

SENIOR SITES AND BUILDINGS OFFICER
SO2 £11061 p.a. – £11682 p.a. Inclusive.

Plus casual car user allowance.

We are seeking an experienced person to manage the Sites and Buildings section of the Education Department.

Main areas of responsibility include:–
- Supervising a section of four experienced clerical/administrative staff.
- Ensuring completion of the annual maintenance programmes and processing the Capital Building Programme.
- Liaising with Technical Consultants Architects and Surveyors as well as Senior Staff within the Education Service.

Previous Sites and Buildings experience with a Local Education Authority is essential and only related experience and qualifications would be an advantage.

Fringe benefits may include 75% removal expenses, legal fees for house purchase (max £900) and temporary lodging allowance.

Flexitime is worked.

Application forms and futher particulars available from the Personnel Department, Civic Centre, High Street, Uxbridge, Middlesex UB8 1UW. Telephone Uxbridge 50589 quoting reference. 5/2/85(E).

Closing date: 27 February 1985.

Applications from disabled persons will be welcomed. (10769)

London Borough of Hillingdon

SHEFFIELD
AGAINST RATE CAPPING FOR THE RIGHT REASONS

DEPUTY PRINCIPAL CAREERS OFFICER
PO2g £13326-£14358
Careers Service,
AUEW House, Furnival Gate, Sheffield 1

Applications are invited for this challenging senior appointment which carries substantial management responsibilities for the maintenance and future development of the dynamic service. Candidates must have had successful management experience at a senior level and a wide range of experience within the Careers Service. They should also be highly skilled in inter-personal relationships, flexible and versatile and be able to make a significant contribution to the work of the service.

APPLICATION FORMS AND FURTHER PARTICULARS FROM THE CHIEF EDUCATION OFFICER (REF.ST/P/CW), EDUCATION DEPARTMENT, LEOPOLD STREET, SHEFFIELD S1 1RJ. CLOSING DATE 1ST MARCH. (10773)

City of Sheffield
An Equal Opportunity Employer

GATESHEAD METROPOLITAN BOROUGH COUNCIL

DEPARTMENT OF EDUCATION
ASSISTANT DIRECTOR OF EDUCATION (SCHOOLS)
Grade – PO14
(£15,042 – £16,065)

The successful candidate to this third tier post will have responsibility for the overall management of the Schools Division and will be expected to play a major role in the development and implementation of LEA initiatives such as the 'Comprehensive Re-Organisation of Secondary Education' to which the LEA is currently committed.

As a member of the Departmental Executive Team the postholder will have the opportunity to contribute to the overall development and planning of the Education Services.

This is a demanding and challenging position which will required a well experienced graduate with sound teaching and education administrative experience.

Previous applicants need not re-apply.

Application forms and further particulars are available from the Director of Personnel and Management Services, 7th Floor, Aidan House, Tyneside Precinct, Sunderland Road, Gateshead. NE8 3EL, returnable by 1st March, 1985. (6344)

KINGSTON UPON THAMES

ROYAL BOROUGH OF KINGSTON-UPON-THAMES DIRECTORATE OF EDUCATION AND RECREATION

SENIOR EDUCATION WELFARE OFFICER

£8,181 - £8,919 p.a. Inclusive, plus Essential User Car Allowance

A suitably experienced person is required to join the Schools Division.

You will supervise the work of 4 Education Welfare Officers in addition to providing an education welfare service to a designated group of schools.

Applicants, preferably, should hold a Certificate in Education Welfare, or social work qualification and have experience of an education welfare officer.

A current driving licence is essential and an 'essential user' car allowance is payable.

Application forms and further information may be obtained from the Director of Education and Recreation (Ref. 4/JEH), Guildhall 2, Kingston upon Thames, Surrey. Tel: 01-546 2121, Ext. 3516.

Closing date: 1st March 1985. (34531) 460000

WEST SUSSEX

PRINCIPAL ADMINISTRATIVE ASSISTANT
Western Area Education Office
Chichester
GRADES – PO 3 - 6
SALARY - £11,859 - £12,543

This is a senior post within the Area Education Office and will require a high level of responsibility for important elements of work concerned with the administration of the Education Service in the Area. The post will offer an opportunity to make a significant contribution at senior level and to gain wide-ranging experience.

Applications are invited from persons with suitable qualifications and experience preferably within the Education Service. The post will become vacant on 20th May 1985.

Application forms and further details from Western Area Education Office, Ambassador House, Crane Street, Chichester, West Sussex PO19 1TP.

Closing date – 8th March 1985. (34548) 480000

SUTTON

LONDON BOROUGH OF SUTTON
ADVISORY TEACHERS FOR MATHS Scale 3/4
Two posts
See display advertisement under Secondary, Maths, Scale 2 and above. (34739) 480000

HAMPSHIRE

EDUCATION COMMITTEE
CAREERS SERVICE
Ref. 1040
CAREERS ADVISER
(SCHOOLS)

Applications are invited from experienced or newly qualified CAREERS ADVISERS to work in schools in the Aldershot/Farnham area. Minimum starting salary for newly qualified officers is £6,555 with accelerated progression to £7,524 on successful completion of the probationary year. In turn, we offer a well arranged programme of training and support during the probationary year.

Careers Advisers who have completed their probationary year will be paid according to experience on Scale 5/6.

For application form and details please contact Careers Service HQ, The Castle, Winchester SO23 8UC, Winchester 5441, Ext. 270, quoting Ref. 10404. Returnable by 4th March 1985. (34750) 480000

Administration General

WALES

OUTWARD BOUND WALES
DIRECTOR OF WATER ACTIVITIES

This is a senior post involving the overall management of Outward Bound Water activities at Aberdovey on the Mid Wales coast. The job includes responsibility for safety, staffing, programmes, budgeting and maintenance. Activities are primarily based on canoeing and sailing all the year round, so applicants should be experienced in these fields as well as having a real interest in the work of Outward Bound Trust. Senior Instructor BCU and RYA would be valuable qualifications but not essential.

Please forward letter of application and full C.V. to the Principal, Outward Bound Wales, Aberdovey Centre, Aberdovey, Gwynedd, LL35 0RA, before the 28th of February, 1985. (34619) 500000

Librarians

KNOWSLEY

METROPOLITAN BOROUGH OF KNOWSLEY
LEISURE SERVICES DEPARTMENT
SCHOOLS LIBRARIAN
CHILDREN'S SERVICES.
Scale 5 - £7,191 - £7,893
(Pay Award Pending)

This is a temporary two year post funded through the Urban Aid Scheme.

Applications are invited from persons (preferably Chartered Librarians) to administer a book bus service to primary and secondary schools in Knowsley.

Responsibilities include timetabling and stocking of the bus, advising teachers, giving talks to the children and organising the evening of the bus. An HGV Licence is not required.

Further details and a job description are available.

Applications forms and job description are available from the Director of Manpower and Management Services, Municipal Buildings, Kirkby, Merseyside L32 7TX. (Tel: 051-548 6949, 24 hrs.) to whom they should be returned not later than 28th February, 1985. (33880) 620000

EDUCATION DEPARTMENT
CURRICULUM SUPPORT OFFICER
£14,985–£15,699 p.a. Inclusive

Applicants are invited for this new post from graduates with considerable experience and knowledge of new curriculum and examination developments.

The successful candidate will be expected to work closely with senior officers, inspectors, teachers and other professional staff to ensure curriculum support and staff development programmes within the Authority are quickly effective.

Please quote reference: ED 382

Closing date: 22.2.85.

Application forms are obtainable from the Personnel Office, Room A.204, Town Hall Annex, New Broadway, Ealing W.5 2BY Telephone (01) 840 1995 (24 hour service).

All salaries are inclusive of London Weighting Allowance. All posts are open to male and female applicants unless otherwise stated. Special consideration will be given to disabled persons whose qualifications and/or experience are relevant to the post for which they apply. (6389)

Ealing
London Borough

EDUCATION DEPARTMENT
General Adviser for Humanities

Applicants should have a wide and varied teaching experience in primary and secondary schools, together with enthusiasm, and a keen interest in the teaching of Humanities. This post will provide opportunities for initiatives in curriculum development and in-service education.

Salary: Soulbury Scale Group 9 Headship £16,437 to £17,767 inclusive.

Further particulars and an application form from the Director of Educational Services, London Borough of Barnet, Education Department, Town Hall, Friern Barnet, N11 3DL. Telephone 01 368 1255 Ext 221 Ref. ADM/E/74

Closing date for applications 1st March, 1985. (10522)

We welcome applications from registered disabled people

LONDON BOROUGH barnet

EDUCATION DEPARTMENT
Temporary Qualified Careers Officers

required immediately to work 36 hours per week in the Divisional Careers Office, until the end of June 1985. Further particulars may be obtained from the Divisional Careers Office, 140, Orange Hill Road, Burnt Oak, Edgware – Telephone 01-906 1555.

Salary: Scale 5/6. £8,181–£9,771 per annum inclusive.

Application forms from Director of Educational Services, Town Hall, Friern Barnet, London, N.11 3DL. Telephone 01-368 1255, Ext. 221. Reference ADM/E/298.

Closing date: 1 March 1985 (10723)

We welcome applications from registered disabled people

LONDON BOROUGH barnet

EDUCATION DEPARTMENT
General Inspector
— Humanities
£15,792-£17,112 p.a.
plus Essential User Car Allowance

Required to provide specialist advisory services and assist in furthering curriculum development in the teaching of Humanities in Schools within the Authority.

Applicants must have a degree or equivalent, have appropriate and varied teaching and management experience at a senior level. Previous involvement in the provision of in-service training courses for teachers, and evidence of further study of educational development or similar is desirable.

Temporary accommodation and assistance with removal expenses may be available in approved cases

Application forms and details from Personnel Dept, P.M.S.U., Civic Centre, Walsall WS1 1TP. Tel: Walsall 21244 ext. 2064/2066.

Closing date: 1.3.85

an equal opportunity employer

Walsall
METROPOLITAN BOROUGH

COUNTY EDUCATION DEPARTMENT
APPOINTMENT OF SENIOR ASSISTANT EDUCATION OFFICER (SCHOOLS): WESTERN AREA
(Based at County Hall, Dorchester)

Applications are invited for the above post, which will become vacant on 1 July 1985.

The Postholder will be responsible to the Principal Assistant Education Officer (Schools) for the general administration and management of primary, middle and secondary schools in the Western Area of Dorset. This is a senior post in the Schools Branch of the department, with consequent involvement in the formulation and implementation of County policies. Candidates should have held positions of responsibility both as a teacher and in a Local Education Authority.

Salary Scale: PO Grade Points 53-57. £16,674 – £17,946.
Removal Expenses are payable in approved cases.

Application forms returnable by 1 March 1985, and further details from County Education Officer (MD), County Hall, Dorchester, Dorset, DT1 1XJ. Please quote post CO/0/85K. (10644)

DORSET County Council

SOUTHWARK DIOCESAN BOARD OF EDUCATION
Appointment of
PRIMARY RELIGIOUS EDUCATION ADVISER

A Christian teacher of proven experience in Religious Education in the primary sector is sought to complete a full team of officers concerned with all aspects of Church Schools in the Diocese. To commence September 1985, or before if possible.

Salary: Burnham 3.

Applicants must hold a current driving licence.

Application forms available from: The Director of Education, Southwark Diocesan Board of Education, 48 Union Street, London, SE1 1TD. tel: (01) 407-7911

Closing date for applications: March 15th 1985 (6393)

Educational Psychologists

WALSALL
METROPOLITAN BOROUGH
EDUCATIONAL PSYCHOLOGISTS (2 POSTS)
£10,659 - £14,979 p.a.
Enthusiastic fully qualified persons are required to join a well established team of eight educational psychologists and four social workers, to assist schools to indentify and provide for the special education and related needs of children and their families. The team provides consultative and project work in school and in service training initiatives, which complement a range of individual case related activities including assessment, the provision of formal psychological advice and case work or therapeutic responses.
These are new posts created in response to general increases in service commitments, largely due to the 1981 Education Act.
Educational psychologists are encouraged towards professional skill extension and innovation to develop specialist contributions and responsibilities within the service.
A casual user car allowance is payable. Removal expenses and temporary accommodation may be available in approved cases.
Informal enquiries to Chris Reave, Principal Educational Psychologist Tel: 35591.
Application forms and further details from personnel Department, Pm&U, Civic Centre, Darwall Street, Walsall WS1 1TP. Tel: Walsall 21244, Ext. 2054/2066.
Closing date: 4th March 1985.
Walsall is an Equal Opportunity Employer.
(33886) 560000

HAMPSHIRE
EDUCATION COMMITTEE
SCHOOL PSYCHOLOGICAL SERVICE
Applications are invited for the following vacancies in the Hampshire School Psychological Service.
TUTOR FOR POST-EXPERIENCE TRAINING OF EDUCATIONAL PSYCHOLOGISTS.
POST NUMBER CE. 12 601.
Soulbury Scale for Senior Educational Psychologists Group 8 H.T. Equivalent currently £14,564 - £15,963.
We require a qualified and experienced educational psychologist for this new post to be established from April 1985. This post is a permanent appointment to Hampshire County Council seconded to the Department of Psychology at the University of Southampton. The post holder will have major responsibilities in post experience training courses for educational psychologists in the South of England.
Application forms and further particulars for this are available by writing to the Education Personnel Unit, Box 1, Winchester, Hampshire SO23 8UQ enclosing an A.E. or by telephoning Winchester 54411 ext. 455, quoting the post number, returnable by 28th February 1985.
(33885) 560000

HILLINGDON
LONDON BOROUGH OF HILLINGDON
EDUCATIONAL PSYCHOLOGIST
Salary £9,531 p.a. - £15,684 p.a. inclusive.
Required as soon as possible to join a team of seven in the Schools Psychological Services.
Applicants should be appropriately qualified.
Duties would be those normally undertaken with the opportunity for further development of special interests.
For an informal discussion contact Mrs. Brice, Uxbridge 56521.
Fringe benefits may include 75% removal expenses, legal fees for house purchase (max. £600) and temporary lodging allowance.
Application forms and further particulars available from the Personnel Officer, Civic Centre, Uxbridge, Middlesex UB8 1UW. Tel: Uxbridge 50325, quoting reference E/36/80XE.
Closing date: 27th February 1985.
(33855) 560000

QUALIFIED EDUCATIONAL PSYCHOLOGIST required by National Children's Home for 6 hours per week at residential special school. Phone Headteacher on Turton (0204) 852145 for details. (34361) 560000

Examiners

MIDLAND EXAMINING GROUP
East Midland Regional Examinations Board.
Oxford and Cambridge Schools Examination Board
Southern Universities' Joint Board for School Examinations
The West Midlands Examinations Board
University of Cambridge Local Examinations Syndicate
JOINT GCE 'O' LEVEL/CSE EXAMINATIONS
Applications are invited for the appointments of
ASSISTANT CHIEF EXAMINERS
in
RELIGIOUS STUDIES
1986
Appropriate academic qualifications, relevant teaching experience and examining experience at CSE and/or GCE 'O' level are required. The successful applicants will have an interest in the examining of world religions other than Christianity.
Duties include the setting of question papers, the preparation of marking schemes and the supervision of team leaders and assistant examiners.
Application forms and further details may be obtained from the University of Cambridge Local Examinations Syndicate, Hills Road, Cambridge CB1 2EU. Completed application forms including names of two referees should be returned to Cambridge by 1st March 1985. (35650) 600000

THE ASSOCIATED EXAMINING BOARD
The Board invites applications for the post of CHIEF EXAMINER for GOVERNMENT AND POLITICS (609) AT ADVANCED LEVEL for the 1987 examination.
Applicants should have a degree or equivalent qualification in a relevant subject, a minimum of four years recent relevant teaching experience and experience of examining.
Further information and application forms may be obtained from The Secretary General (09), The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BQ, to whom completed forms should be returned not later than Friday, 8 March, 1985.
(33953) 600000

Outdoor Education

DEVON
THE RIVER DART RESIDENTIAL CENTRE
Requires single Male/Female **LONG TERM TEMPORARY INSTRUCTORS** (February/November 1985) must have National Qualifications or proven experience in climbing, raving, canoeing, lightweight camping.
Applicants to be over 21 with a clean driving licence are essential. Job description and further details from: The Programme Director, River Dart Residential Centre, Holne, Nr. Ashburton, Devon TQ13 7NF.
(33402) 680000

DEVON
SKERN LODGE OUTDOOR CENTRE
The Professionals in Outdoor Education, open all year for schools, clubs, Y.T.S. and individuals.
Write or phone for brochure Skern Lodge, Appledore, Bideford, North Devon EX39 1NG. Tel: 02372 3093. See our display advertisement on Page 30.
(26961) 680000

DUMFRIESSHIRE
Rus Fiois requires Senior and Junior Instructors for advanced programme of Survival School on remote uninhabited island in Loch Ken. Start 15 May, stay to Sept. Must have speciality sport with ages 14 - 17 on wild-country expeditions, sea canoeing, rock-sports.
Send C.V. for details and forms. C.J.Ferguson, Woodside, Carsphile, Dumfriesshire. (34180) 680000

DUNBARTONSHIRE
Experienced, qualified instructor, interested in working with young children, required to instruct canoeing, hillwalking, abseiling, archery and related activities in the Western Highlands from April 15th to June 17th. Pay £1,000. Further weeks possibly available in July & August.
Send full C.V. to Mr. H.G. Baker, Primary Adventure, 15 St. Modans Way, Rosneath, Helensburgh, Dunbartonshire G84 0SQ. Assistant/trainee instructor also required. (33690) 680000

INSTRUCTORS AND GROUP LEADERS
Lakeland Training require activity instructors and group leaders to work with unaccompanied children on Adventure holidays. Easter and summer periods.
Please write or phone for application forms and further details to: Richard Sharp, Lakeland Training Limited, Ashmeadows, The Promenade, Arnside LA5 0AD, Cumbria (Tel: 0524 761710).
(34052) 680000

University of London School Examination Board
General Certificate of Education Examination
The Board invites applications for the following appointments:
CHIEF EXAMINERS FOR JUNE 1988

Advanced Level	
Art (Theatre Design)	Russian
Classics	Textiles and Dress
Geography	Zoology
Religious Studies	

MODERATORS FROM 1 AUGUST 1986

Arabic	Integrated Science
French	Religious Studies

Applicants should be graduates or hold appropriate qualification and should be under 65 with five years recent teaching experience. Examining experience is essential.
Chief examiners' duties include setting question papers, advising on the award of grades and may include the supervision of a team of examiners.
For application forms and further details write to **The Secretary, University of London School Examination Board, Stewart House (Room 215), 32 Russell Square, London WC1B 5DN.** Applicants should enclose a self addressed foolscap envelope. Completed application forms should be returned by 22 March 1985.
(8585)

EDUCATIONAL PSYCHOLOGISTS (2 posts)

1. **Full-Time** — Ref no: EDU/SCH/01260/CO
2. **Half-Time (5 Sessions)** — Ref no: EDU/SCH/01258/CO

Salary: SQT 3.4 – HT 7.4 £8,886-£14,979

Applicants should hold a Degree in Psychology and a post-graduate qualification in educational psychology and must also have teaching experience.

For informal discussion contact Mrs Marion Bennathan, Principal Educational Psychologist, Tel: Bristol 40237

Further details and application form, returnable by 8th March 1985, from Director of Personnel (Tel. Bristol 298565 – Ansafone on this number after office hours), PO Box 270, Avon House, The Haymarket, Bristol, BS99 7HE.

Avon is an equal opportunitiee employer.

Please quote appropriate reference number.

Education Department
(8586)

Avon COUNTY COUNCIL

NORTHUMBERLAND COUNTY COUNCIL
EDUCATION COMMITTEE
Principal Educational Psychologist
Soulbury (Head Group 10)
£16,824 – £18,141
Applications invited from qualified educational psychologists with substantial experience at senior level of work in schools and local education authorities, for this post responsible for the Child and Family Guidance Service within Northumberland.
Further details from Director of Education, County Hall, Morpeth, NE61 2EF to whom applications should be returned by 1st March, 1985.
(8588)

County of Cleveland
EDUCATION DEPARTMENT
COUNTY PSYCHOLOGICAL SERVICE
Educational Psychologist
£11,031–£14,979
We have a vacancy in East Cleveland for an Educational Psychologist to be based at Redcar. The successful candidate will join a well established team, led by a Senior Educational Psychologist and consisting of two other Educational Psychologists and two Social Workers which covers a school population of 26,000.
The area ranges geographically from industrial Teeside to open moorland and its social composition is equally varied.
The Cleveland County Psychological Service has a good reputation both within and outside the County and we pride ourselves on being a flexible and enterprising Service. We are, therefore, looking for someone with the flair and commitment to help maintain this standard. Applications from those currently on training courses will be welcome.
Informal enquiries can be made to Mike Woods, Principal Educational Psychologist. Tel: (0642) 248155 Ext. 3010.
Application forms are available from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, TS1 3BN, to whom completed forms should be returned by 8th March 1985.
We are an Equal Opportunities Employer.
(8572)

TECHNICAL & VOCATIONAL EDUCATION INITIATIVE T.V.E.I.
Curriculum Development Team.

Project Director
and
Team Leaders

West Sussex County Council has submitted proposals to the M.S.C. for a T.V.E.I. project to start in September 1985. The proposals envisage the appointment from 1st April 1985, or as soon as possible afterwards, of a T.V.E.I. Curriculum Development team based in Horsham.
The team will consist of:-
Project Director
and Curriculum Development Team Leaders in
- Project Technology/Design and Communications
- Business Studies/Information Technology
- Personal, Social and Community Education and Guidance.

It is anticipated that the Project Director will be appointed on Burnham headteacher Group 8 (£14,664-£15,963) and the Curriculum Development Leaders on Burnham Scale 4 (£9,201–£12,363). All appointments will be subject to final agreement between the L.E.A. and the Secretary of the Authority's proposals and their implementation in September 1985.
Applications are invited for the above posts; forms and further details are available from: The Director of Education, Staffing Section, County hall, Chichester, West Sussex PO19 1RF. Tel (0243) 777100 ext. 2308.
Closing date: 1st March
(8570)

West Sussex COUNTY COUNCIL

Norfolk

TVEI Gt. Yarmouth Consortium

Assistant to Project Co-ordinator
Burnham Scale 3

Applications are invited for the post of Assistant to the Project Co-ordinator of the Norfolk TVEI. The appointment, to commence as soon as possible, will be initially for a fixed period of 12 months.
The project is based around a consortium of six schools, a college of further education and a sixth form college.
The successful applicant will be required to assist the Co-ordinator in a number of roles the primary ones being co-ordination of in-service training and the management of resources. A familiarity with high technology equipments such as computers is essential.
In view of the short term contract a secondment from a teaching post would be considered.
Further details and an application form may be obtained from the Co-ordinator, Norfolk TVEI Project, Room 061 County Hall, Martineau Lane, Norwich NR1 2DL. Telephone 0603 611122 Ext. 5339.
Completed application forms must be returned by 22nd February 1985.
(8580)

OUTDOOR EDUCATION
continued

SCHOOL JOURNEY and activity holidays at the Swaledale Centre in the Scottish Borders. Canoeing, Horse-Riding etc, all inclusive. Phone 0835 67345 for details. (41665) 680000

SOUTH DEVON
COURTLANDS CENTRE
Kingsbridge, S. Devon
School Journies, Field course, Outdoor pursuits. Coastal and Moorland. Comfortable, comprehensive facilities, good food, licensed bar. Free preview weekends.
Contact: the Course Manager. Tel: 0548 550382 (4487O1) 680000

SOUTH WALES
A permanent instructional position is available at the Tyr-Ialis Activity Centre, South Wales. Applicants must be 21 years or over, have experience of working with children and young adults and be qualified/experienced in at least 3 of the following: Mountaineering, Rockclimbing, Canoeing, Windsurfing, Caving, Orienteering. A full clean driving licence will be an advantage to the L.E.A.
Send a letter of application with a full C.V. and names and addresses of two referees to Steven D. Bennett, The Director, Tyr-Ialis Activity Centre, Trapp, Llandeilo, Dyfed. Tel: 0558 85544. Closing date for applications 27th February, 1985. (53693) 680000

SUFFOLK
SKI CENTRE
Manager required to manage and organise this newly developed centre at Ipswich.
Applicants are further details from R.N. Castle, 1 Leicester Close, Ipswich and closing s.a.e. (34413) 680000

SWANSEA
ABERCRAVE CENTRE
Senior Instructor required for Outdoor Pursuits Centre in Brecon Beacons National Park.
Staff control and Programme planning as well as instruction. Caving experience an asset, clean driving licence essential. Start on April 1st or sooner.
Apply to The Director Abercrave Centre, Ystradgynlais, Swansea SA9 1YJ. Tel: (0639) 730258. (33516) 680000

WORK IN LEISURE
POL offer opportunities to work with children or families for long or short periods as Centre Managers, Heads of department, Activity Instructors (outdoor sports, computing, EFL or creative), or Group Leaders at residential activity centres throughout the UK and France.
Brochure and Application Form (please specify your interest) from Miss Rogers, POL Adventure Ltd., 82a Station Street, Ross-on-Wye, HR9 7AE. Tel: (0989) 64311. (33697) 680000

SUMMER TEACHING JOBS IN AMERICA!
Work on American children's summer camps, mid-June to end August.
See ad under Holidays and Accommodation. (49785) 680000

Miscellaneous

SUMMER TEACHING JOBS IN AMERICA!
Work on American children's summer camps, mid-June to end August.
See ad under Holidays and Accommodation. (49784) 680000

DEVON
THE ARVON FOUNDATION
Wishes to appoint an exceptional couple as
CENTRE DIRECTORS
of Totleigh Barton.
The couple must be versatile, interested in contemporary writing and committed to the aims and methods of Arvon. A current driving licence is essential.
Full details of these important posts from Arvon, Totleigh Barton, Sheepwash, Devon EX21 5NS or (040923 - 338). (34121) 660000

NORTHAMPTON
P.E./SPORTS SCIENCE GRADUATE
Vacancy for female and male graduate in P.E. or Sports Science as Programme Consultant and Supervisor in lively and professional health studio. Sound knowledge of exercise theory, good general appearance and genuine enthusiasm essential. Attractive salary £65.00 with career prospects. Write Mike Haworth on 0248 520200 9 AM - 10 PM. (34494) 680000

EDINBURGH
EDINBURGH SCHOOL OF ENGLISH STUDIES
Requires experienced graduate teachers for residential summer courses in Edinburgh.
At least 2 year's TEFL experience with adults is essential, as is enthusiasm and a willingness to participate.
Details and application form from ESES, 12 George IV Bridge, Edinburgh EH1 1EE. Tel: 031-225 3482. (33513) 700000

TEFL VACANCIES
For experienced Course Directors/Teachers at Exeter and during July/August in Surrey, South Coast, Cambridge, Reading and Bristol. Contact Stephen Skinner, The Elizabeth Johnson Organisation, 19/21 West Street, Haslemere, Surrey GU27 2AE. (34415) 700000

TEFL VACANCIES FOR experienced Course Directors/Teachers at Exeter and during July/August in Surrey, South Coast, Cambridge, Reading and Bristol. Contact Stephen Skinner, The Elizabeth Johnson Organisation, 19/21 West Street, Haslemere, Surrey GU27 2AE. (34524) 700000

English as a Foreign Language

RESIDENT POSTS available for qualified and experienced EFL teachers also willing to assist with sports/social activities on 2 week residential courses this summer (or children aged 11 - 16, Boarding Vocational Studies, Pepys' Oak, Tydehams, Newbury, Berkshire RG14 6JT. (34244) 700000

Nelson

EDUCATIONAL REPRESENTATIVE
Thomas Nelson and Sons Ltd, leading educational publishers, require a representative to promote their highly successful list to primary and secondary schools and bookshops in the North London Boroughs and adjacent Counties.
Ideal candidates will be in their 20s or early 30s with previous sales experience and extensive knowledge of the educational system. This vacancy provides excellent career prospects within a progressive and highly regarded Company. The successful applicant will receive a competitive salary, plus expenses and the use of a Company car.

TRAINEE SALES REPRESENTATIVE
Nelson also wish to appoint a Trainee Sales Representative based at Walton-on-Thames to work primarily in ILEA and surrounding London Boroughs.
The successful candidate will have an opportunity to become involved in a wide variety of the sales department's activities which will form a sound basis for future career development.
Candidates must have some previous sales experience and a sound knowledge of the educational system. An attractive salary is offered and the use of a Company car.
Please apply in writing for an application form to
Mrs C Baylis, Personnel Assistant,
Nelson House, Mayfield Road,
Walton-on-Thames, Surrey, KT12 5PL.

FROM TEACHER TO SALES EXECUTIVE!
Real career opportunities to reap the benefits of your communication skills

Package to c.£14,000 + car Home Counties/E. Midlands/Yorks

Our client, a firmly established British organisation with international interests is expanding further its highly profitable U.K. sales operation. Manufacturing and marketing an exciting and sophisticated product range to such high growth market sectors as retail, hotel and leisure – industries far less affected in recessionary times – it can justifiably claim to be the U.K. market leader in its field. Also vital to its success has been the tremendous growth in sales which it has achieved from the educational sector.
The company has a clear mandate to increase its senior account/management team within 18 months. This together with internal promotions to such levels recently, has created the need to recruit a few high calibre individuals who will be thoroughly trained to negotiate at middle and senior management level.
Are you aged c. 24-27, an extrovert with an unquenchable thirst for success, first class communicating skills and proven ability to use your time effectively? Have you a committed desire to pursue a sales career? If so, then your leadership qualities which will already have been evident at school/college may soon take you into a new career with other young ex-teachers, who are now successful sales executives.
The excellent benefits package consists of a significant negotiable basic salary, plus additional initial guarantees, and is further enhanced by a company car, bonuses, high incentive schemes, including annual holiday competitions, pension and life assurance plus a genuine opportunity to advance your career.
Applicants for the above who believe they are worthy of consideration should telephone John Gallacher NOW on 01-637 0212, or write quoting Ref No: JIT1706.

IPG Sales & Marketing Interface LIMITED
Julco House, 25-28 Gt. Portland St., London W1N 5AD. Tel: 01-637 0212 (24 hrs)
Professionals in Selection & Search

IPG

The Headmasters' Conference and Incorporated Association of Preparatory Schools

Deputy Secretary

Much of the Deputy Secretary's work is concerned with HMC matters, and a broad experience of the educational scene is desirable, preferably with significant understanding of HMC schools.

The salary will be related to the Burnham Headteachers' Scale, and the post falls vacant at the end of December, 1985.

These interested in the appointment can obtain further details from the General Secretary, at 107 St Paul's Road, London N1 2NB. (01-359-9286).
(10646)

LONDON REGIONAL EXAMINING BOARD
Applications are invited for the following posts:-

(i) SENIOR ASSISTANT SECRETARY
(From 1 September 1985) £12,243 - £13,668 plus London Weighting £1,248

(ii) ASSISTANT SECRETARY
(from 1 May 1985) £10,716 - £12,846 plus London Weighting £1,248

Applicants should preferably have substantial teaching experience in secondary, further or higher education and administrative experience.
Forms and further details should be requested by postcard from the undersigned (or by telephone: 01-870 2144 Extn. 63) to whom completed forms should be returned no later than 27 February 1985.
D H Board MA, Secretary to the Board, London Regional Examining Board, Lyon House, 104 Wandsworth High Street, London SW18 4LF.
(11080)

BOLTON METROPOLITAN BOROUGH

EDUCATIONAL PSYCHOLOGIST
Soulbury Burnham Qualified Teacher Scale 3pt. 4 to Headteacher Group 7
£8,886/£14,979
For fully qualified Educational Psychologists a minimum salary is payable i.e. £10,679 at age 30 and £12,363 at age 35.
Applicants should have an honours degree in psychology, a minimum of 2 years teaching experience and post graduate training in educational psychology. Informal enquiries may be made to the Senior Educational Psychologist – Tel: Bolton 21313.
Previous applicants will remain under consideration and need not re-apply.
Application forms and further details, which are available from the Personnel Officer, Town Hall, Bolton BL1 1RU (Tel: Bolton 22311 Extns. 587 and 6106) should be returned by 1st March, 1985.
An Equal Opportunity Employer

SCHOOL PSYCHOLOGICAL SERVICE
Re-Advertisement

EDUCATIONAL PSYCHOLOGIST
Soulbury £10,659 - £14,979
A vacancy exists for an Educational Psychologist to join the South West Essex Area team based in Grays.
Applications are invited from qualified teachers with classroom experience who have successfully completed a recognised course of professional training in educational psychology.
A commitment to a team approach to service delivery is essential.
Closing date: 1st March, 1985.
Generous relocation allowances are payable in approved cases.
Application forms and further details available from (s.a.e. please) the County Education Officer(P), P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex CM1 1LD. Telephone: 0245 267222, ext. 2828.
(10016)

ESSEX County Council

MARKETING/ RESERVATIONS MANAGER

Anglo-World Education specialises in teaching English to foreign students in four permanent schools and seven summer centres in the U.K., all recognised as efficient by the British Council.
We are looking for a sales/marketing professional to take charge of a department responsible for handling all the Company's reservations and overseas marketing. Considerable travel overseas will be involved and applicants should be reasonably fluent in at least one European language, preferably Spanish. Knowledge of the teaching of English as a foreign language would be a considerable help. The position is based at the head Office in Bournemouth and employment would start in July. An attractive salary and benefits package will be offered.
Applications, in writing only, together with a c.v. to:
Mrs. D. Dickman,
PA to Deputy Managing Director,
Anglo-World Education Limited,
130–136 Poole Road,
Bournemouth,
Dorset. BH4 9EF
(10709)

SOCIAL SERVICES

Teacher
Finnart House C.H.(E), Crowborough, East Sussex
Salary: £8,552 to £10,311 inclusive. (Extraneous duties up to £2,577 inclusive for 15 hours per week).
We are committed to providing a planned programme of care, treatment and education for children who may be disturbed, deprived, or delinquent. Our objective is to build our children's self-image, increase their self-discipline and enable them to adjust to society.
We require a mature and resilient teacher to educate small groups of challenging pupils in science studies. You should also be able to offer expertise in either computer studies, mathematics, or physical education.
For further information and application form please contact Chris Faithfull (Principal) or Phil Jillings on Crowborough 06926 2146.
(8568)

Hammersmith & Fulham An Equal Opportunity Employer

EUROCENTRES
We are looking for Temporary E.F.L. Teachers aged between 24 and 32 to start on either the 4th March or 15th April, 1985. The vacancies exist for a period of up to 6 months.
Applicants must be qualified teachers or graduates with specific E.F.L. training and teaching experience. Good salary and working conditions.
For further details please write, stating periods available and enclosing Curriculum Vitae, to:-
D. Ferris, M.A., Principal, Eurocentre, 26 Dean Park Road, Bournemouth BH1 1HZ, Dorset.
If you do not receive a reply to your application within 1 week please assume that it has not been successful.
(8569)

LONDON
TEMPORARY E.F.L. TEACHERS required for summer courses in Kingston, Twickenham, Ewell and Chiswick, in June, July and August 1985.
Degree, T.E.F.L. qualifications and experience required as well as willingness to participate in after-class programme of sporting, social and cultural activities.
Accommodation and full board provided in addition to salary.
TEMPORARY COURSE DIRECTORS for the above courses also required, with suitable experience and qualifications.
TEMPORARY PART-TIME TEACHER required for central London School from March 1985.
For further details and application form, apply to: Angela Rigby, Director of Studies, St. Patrick's International School, 84 Great Chapel Street, London W1V 3AY. Tel: 734 2156. (33871) 700000

SUMMER COURSE TUTORS
Required for residential English language courses for overseas schoolchildren, 7 to 28 June and 3 to 31 July, a science course for overseas schoolchildren, 3 to 31 July, and a course for American High School students, 4 July to 17 August. Responsibilities include pastoral care organising a variety of social and recreational activities. Tutors for the English language courses should ideally have a TEFL training or experience. In addition specialists in the following areas are also needed, arts and craft, dance and drama, computer studies, maths, sports and outdoor pursuits. Skills additional to academic vital. Pay according to qualifications, plus full board.
For further details and application form: send S.a.e. to the Director of Summer Courses, Concord College, Acton Burnell Hall, Shrewsbury SY5 7PF. (33878) 700000

ENGLAND
COURSE DIRECTORS AND EFL TEACHERS
Temporary posts are available for qualified EFL teachers at our centres throughout Southern England during the summer months.
Please apply in writing for an application form to: The Course Director, International Colleges, 9 Palace Gate, London W8 5LS. (34414) 700000

KENT
Qualified and experienced E.F.L. teachers wanted for permanent post to start in March/April. Also Summer only staff for July and/or August.
Apply in writing, with details C.V. to Merk Addison, Thurnhill House School, Thurnham, Maidstone, Kent.

AUSTRALIAN PHYSICS GRADUATE
Male aged 34 years. Ten yrs. teaching physics/maths. Has interest in sand sports experience of using and establishing BBC/APPLE computers. Seeks permanent post 20 mls. radius Cowbridge S. Wales. From Sept. 1985. Willott, c/o 2 Russell Close, Purley, Surrey CR2 2NR 01-660 2792. (34746) 720000

FRANCE
NATIVE FRENCH teacher of English seeks any vacancy. 3 years teaching experience English & French in France (11 - 16 yr. olds).
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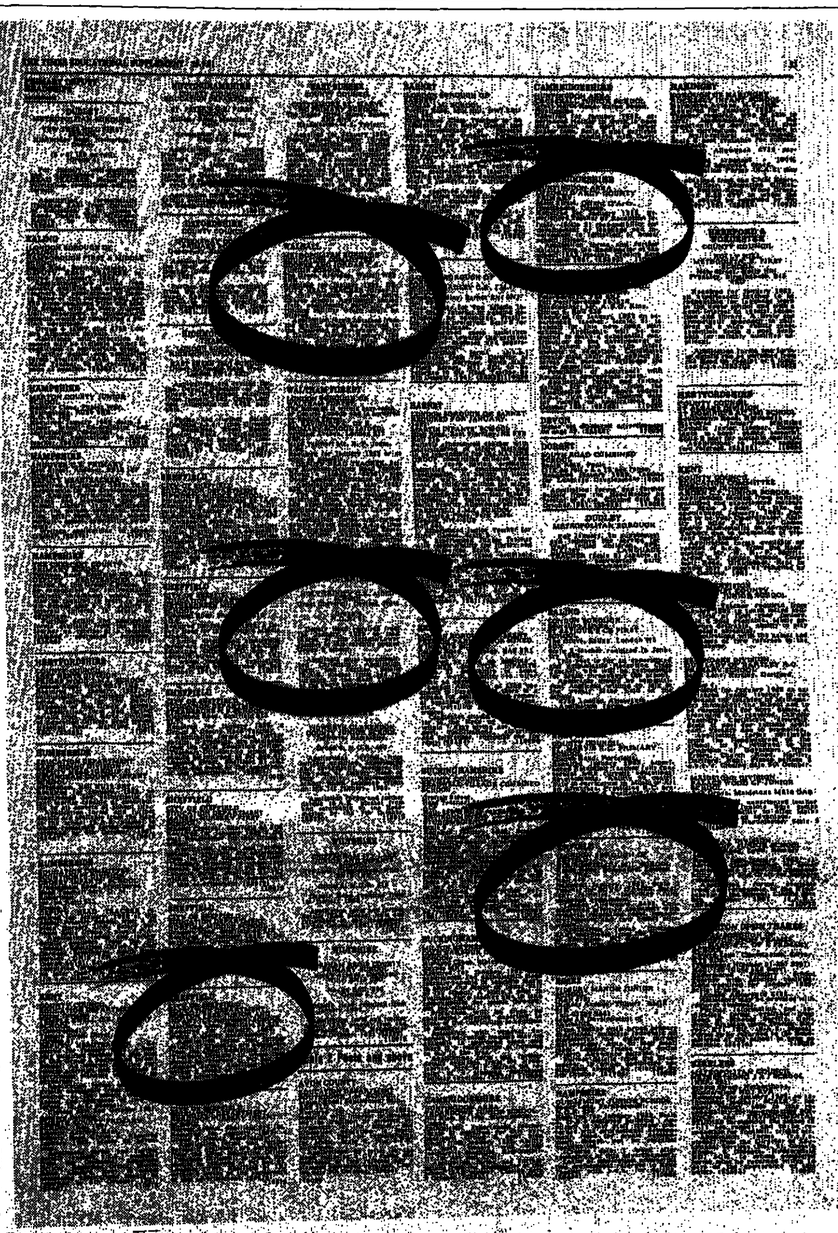

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